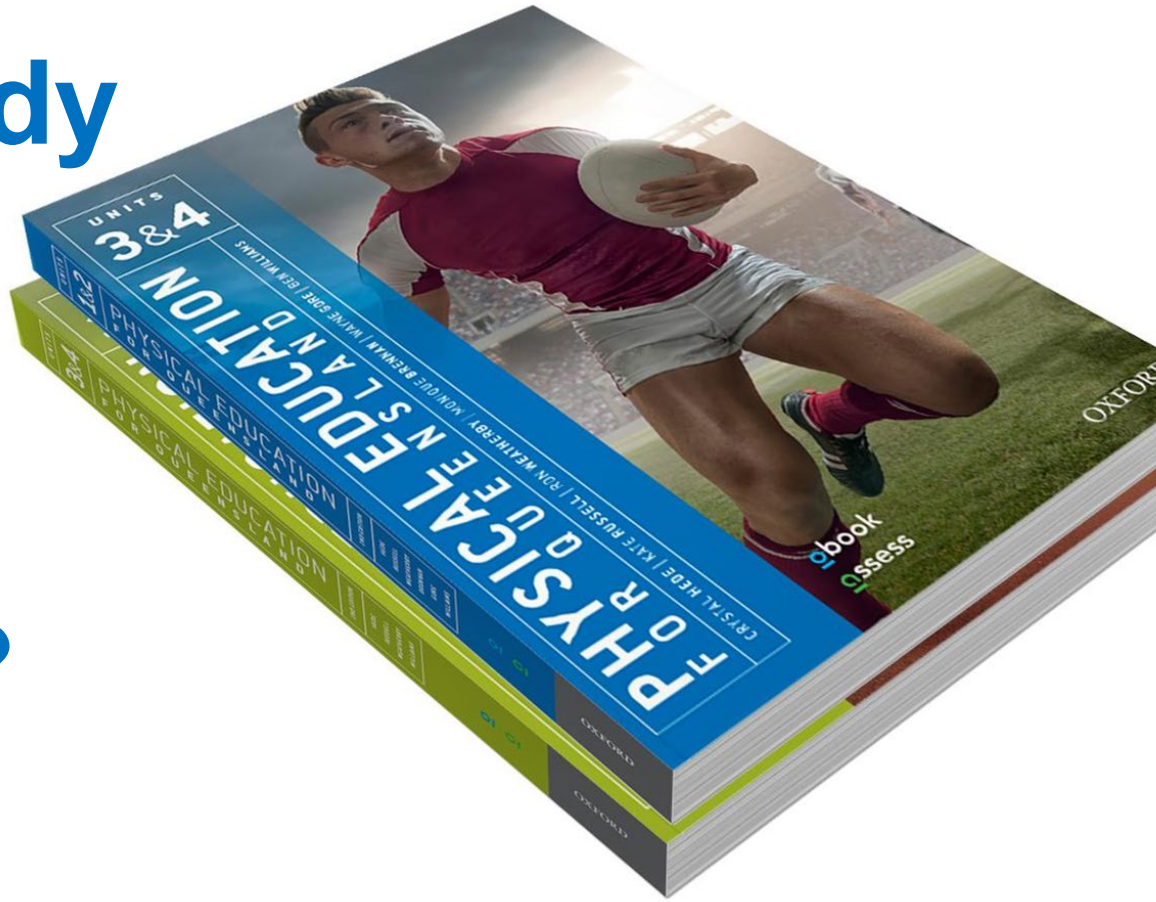
QCE PHYSICAL EDUCATION WORKSHOP

Are you ready for QCE Physical Education Units 3 & 4?



May 2019

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A new team for a new syllabus…

Meet our expert author team

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Head of Health and Physical Education
The Glennie School

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Griffith University

To learn more about the author team visit **oup.com.au/qldpe**

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- Head of Health and Physical Education at The Glennie School in Toowoomba for over 10 years
- Former district panellist for Senior Physical Education
- QCAA Endorser (notional)

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- Health and Physical Education teacher in Queensland for 14 years
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- Former district panellist for Senior Physical Education

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- Health and Physical Education teacher in Queensland for over 30 years
- Head of Department at Lockyer District State High since 1997
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- Head of Physical Education at Churchie in Brisbane.
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- QCAA Panel Member and endorsement Assessor (trial).
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Ben Williams

- Lecturer in Health and Physical Education at Griffith University
- QCAA State Review Panel member for the new QCE Physical Education syllabus
- President of the Australian Council for Health, Physical Education and Recreation's Queensland Branch (ACHPER QLD)

Welcome to today's workshop – here's what we have planned…

PART 1 Overview of the assessment structure in QCE Physical Education Units 3 & 4

PART 2 Assessment in focus
Summative internal assessment 1: Project – folio

PART 3 How Oxford's resources support learning and help students maximise their performance in assessments

PART 4 Questions and comments

PART 1

Overview of assessment structure in QCE Physical Education Units 3 & 4

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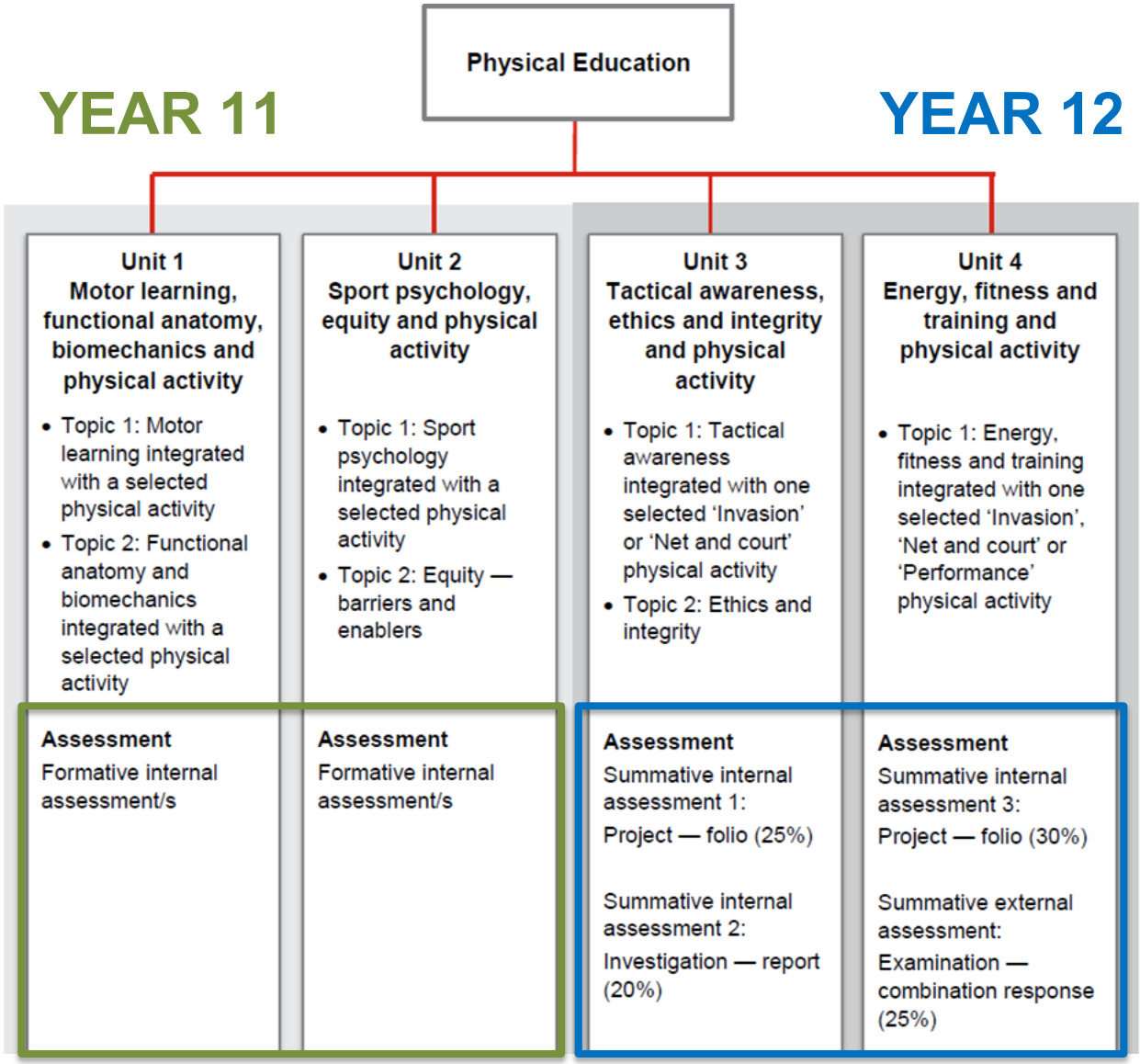
Overview of new content and assessments structure



Units 3 & 4

- Assessments are summative in Units 3 and 4.
- Students will complete a total of *four* summative assessments — three internal and one external. All four count towards their final mark in the subject.
- Schools develop *three* internal assessments, based on the learning described in Units 3 and 4 of the syllabus.

Unit 3
IA1 Project – folio (25%)
IA2 Investigation – report (20%)

Unit 4
IA3 Project – folio (30%)
EA Examination (25%)

Assessment	Unit 3	Unit 4
Formative assessments		
Summative internal assessment 1	•	
Summative internal assessment 2	•	
Summative internal assessment 3		•
Summative external assessment		•

Students devise a **tactical strategy**

Students devise an **ethical strategy**

Students devise a **training strategy**

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PART 2

Assessment in focus
Summative internal assessment 1: Project – folio

Summative internal assessment 1: Project – folio

Devising a personal tactical strategy

Section 1: Multimodal presentation

- Part A: Devising, analysing, evaluating and justifying a personal tactical strategy
- Part B: Evaluating personal performance

Section 2: Supporting evidence

- 2–3 minutes of personal performance footage

Part A: Devising, analysing, evaluating and justifying a personal tactical strategy

This is the part of the task that **relates directly to the topic of tactical awareness**.

It is where students will demonstrate and apply their understanding of topic-specific subject matter.

Devising >IN FOCUS

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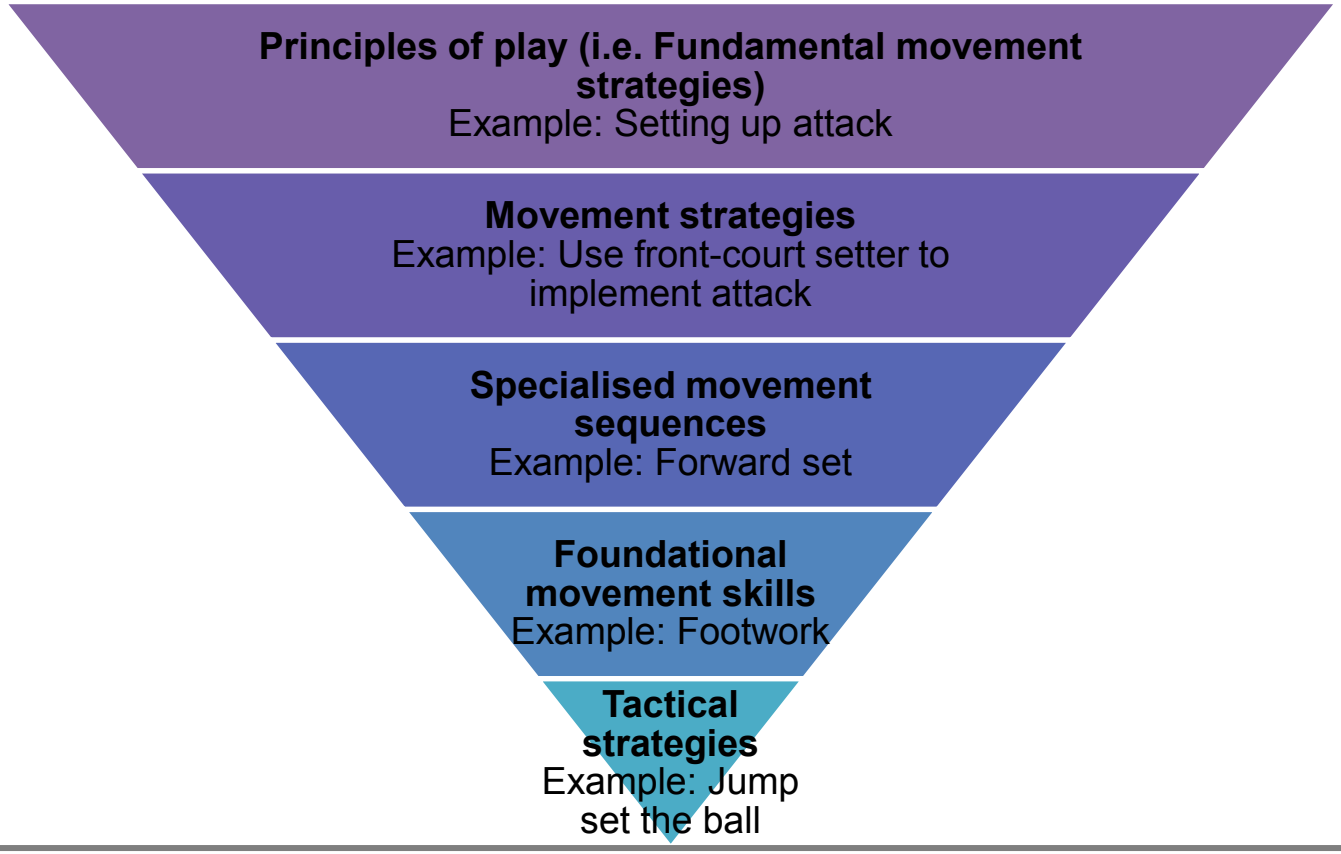
Devising IN FOCUS

Understanding the relationships between the following concepts will give you a better sense of what a personal tactical strategy is



Devising IN FOCUS

Devising a personal tactical strategy is a process that takes considerable **time and planning**.

It is not something that a student sits down to do (e.g. with pen and paper) prior to their performance.

Instead, a strategy should be **allowed to emerge 'dynamically'**.

Devising IN FOCUS

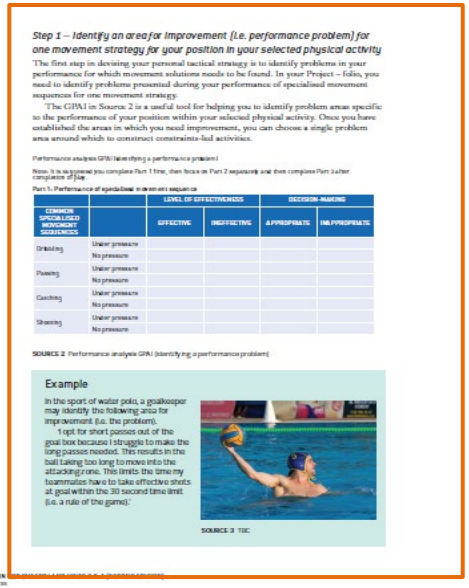
The idea of a strategy ‘emerging’ supports the dynamic systems approach, which asserts that the body **self-organises** to find movement solutions.

We have come up with **4 steps** that students can move through in order to devise their personal tactical strategy.

Devising >IN FOCUS

Step 1

Identify performance problems, for which movement solutions need to be found.
GPAIs have been created to support students to identify these problems.



Step 1 – Identify an area for improvement (i.e. performance problem) for one movement strategy for your position in your selected physical activity

The first step in devising your personal tactical strategy is to identify problems in your performance for which movement solutions needs to be found. In your Project – folio, you need to identify problems presented during your performance of specialised movement sequences for one movement strategy.

The GPAI in Source 2 is a useful tool for helping you to identify problem areas specific to the performance of your position within your selected physical activity. Once you have established the areas in which you need improvement, you can choose a single problem area around which to construct constraints-led activities.

Performance analysis GPAI (identifying a performance problem)

Note: It is suggested you complete Part 1 first, then focus on Part 2 separately and then complete Part 3 after completion of play.

Part 1: Performance of specialised movement sequence

COMMON SPECIALISED MOVEMENT SEQUENCES		LEVEL OF EFFECTIVENESS		DECISION-MAKING	
		EFFECTIVE	INEFFECTIVE	APPROPRIATE	INAPPROPRIATE
Dribbling	Under pressure				
	No pressure				
Passing	Under pressure				
	No pressure				
Catching	Under pressure				
	No pressure				
Shooting	Under pressure				
	No pressure				

SOURCE 2 Performance analysis GPAI (identifying a performance problem)

Example

In the sport of water polo, a goalkeeper may identify the following area for improvement (i.e. the problem).

'I opt for short passes out of the goal box because I struggle to make the long passes needed. This results in the ball taking too long to move into the attacking zone. This limits the time my teammates have to take effective shots at goal within the 30 second time limit (i.e. a rule of the game).'

SOURCE 3 TIC

PAGE 44

Step 2 – Participate in constraints-led activities

Once you have identified an area for improvement (i.e. the problem), it is necessary to participate in a range of constraints-led activities designed to target your problem area. Constraints-led activities can be designed to encourage the emergence of possible movement solutions that will address the problem.

Participating in constraints-led activities designed to target your problem area will lead to changes in your performance of specialised movement sequences for a movement strategy. The types of changes you might expect to see include changes in:

- timing
- direction, frequency and intensity of movement
- technique
- decision making.

It is important to be able to identify these types of changes in your performance as this process will ultimately facilitate the emergence of your personal tactical strategy.

FOR THE RECORD

While the basic functions of the goalkeeper in water polo have not changed much in the past 100 years, there have been changes affecting performance technique. In the 1840s, Hungary introduced the egg-beater kick, which is a technique that allows goalies to maintain a stable balance in the water.

Example

In the sport of water polo, a goalkeeper may participate in the following constraints-led activity to address his performance problem (as outlined in the previous example).

A game with player numbers reduced to 4v4 and with the task constraint of having only 5 seconds for the ball to make it into the team's attacking half after a goal has been saved by the goalkeeper. This constraints-led activity will force the goalkeeper to search for a solution to make effective long passes.

Step 3 – Gather data from your constraints-led activities and analyse changes in the specialised movement sequences for one movement strategy

Participating in constraints-led activities will also give you the opportunity to gather and record a range of performance data relating to your identified performance problem.

There are a number of tools that you can use to gather data (i.e. evidence) relating to changes in your performance over time. These include:

- a personal journal (see Source XX)
- GPAIs (see Source XX)
- video recordings.

The GPAI shown in Source 4 is a useful tool to help you gather the data that you will need to analyse the changes in the specialised movement sequences for one movement strategy. A template for this GPAI is provided on your ebook assess.

CHAPTER 2 TACTICAL AWARENESS

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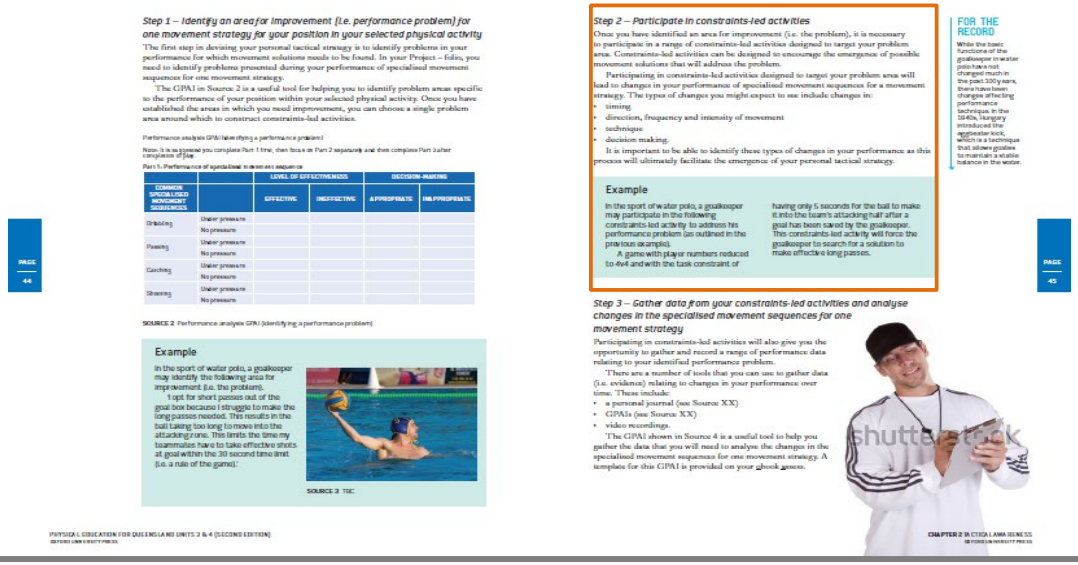
Devising >IN FOCUS

Step 2

Participate in constraints-led activities

designed to target a problem area.

Constraints-led activities are purposefully designed to shine a spotlight on a movement solution without explicitly telling the students what the solution should be.



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Note: It is suggested you complete Part 1 first, then focus on Part 2 separately and then complete Part 3 after completion of play.

Part 1: Performance of specialised movement sequences

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SOURCE 3 TBC

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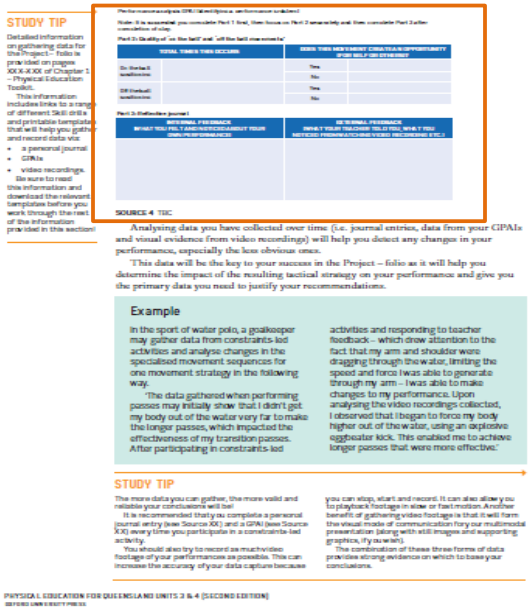
Devising >> Analysing >> Evaluating >> Justifying

See example on page 45 of your SAMPLE CHAPTER

Devising >IN FOCUS

Step 3

Gather data from participation in constraints-led activities and game play to **analyse changes** in specialised movement sequences for one movement strategy.



STUDY TIP

Detailed information on gathering data for the Project – folio is provided on pages XX–XX of Chapter 1 – Physical Education Toolkit.

This information includes links to a range of different Skill drill s and printable templates that will help you gather and record data via:

- a personal journal
- GPAIs
- video recordings.

Be sure to read this information and download the relevant templates before you work through the rest of the information provided in this section!

SOURCE 4 TBC

Analysing data you have collected over time (i.e. journal entries, data from your GPAIs and visual evidence from video recordings) will help you detect any changes in your performance, especially the less obvious ones.

This data will be the key to your success in the Project – folio as it will help you determine the impact of the resulting tactical strategy on your performance and give you the primary data you need to justify your recommendations.

Example

In the sport of water polo, a goalkeeper may gather data from constraints-led activities and analyse changes in the specialised movement sequences for one movement strategy in the following way.

'The data gathered when performing passes may initially show that I didn't get my body out of the water very far to make the longer passes, which impacted the effectiveness of my transition passes. After participating in constraints-led activities and responding to teacher feedback – which drew attention to the fact that my arm and shoulder were dragging through the water, limiting the speed and force I was able to generate through my arm – I was able to make changes to my performance. Upon analysing the video recordings collected, I observed that I began to force my body higher out of the water, using an explosive eggbeater kick. This enabled me to achieve longer passes that were more effective.'

STUDY TIP

The more data you can gather, the more valid and reliable your conclusions will be!

It is recommended that you complete a personal journal entry (see Source XX) and a GPAI (see Source XX) every time you participate in a constraints-led activity.

You should also try to record as much video footage of your performances as possible. This can increase the accuracy of your data capture because you can stop, start and record. It can also allow you to playback footage in slow or fast motion. Another benefit of gathering video footage is that it will form the visual mode of communication for your multimodal presentation (along with still images and supporting graphics, if you wish).

The combination of these three forms of data provides strong evidence on which to base your conclusions.

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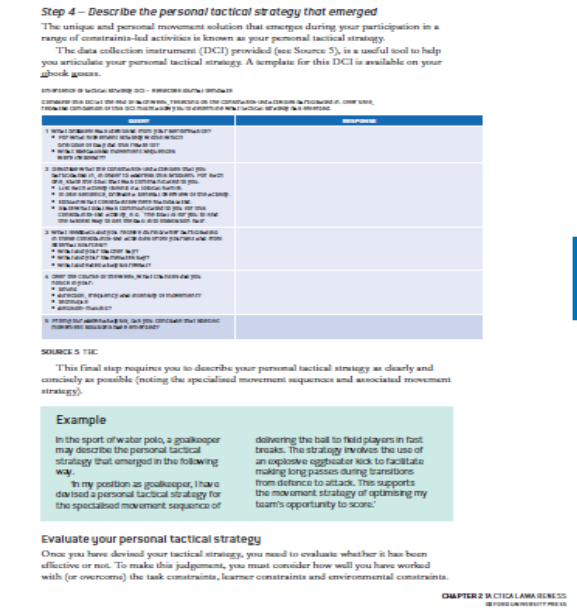
PHYSICAL EDUCATION FOR QUEENSLAND UNITS 3 & 4 (SECOND EDITION)



Step 4 – Describe the personal tactical strategy that emerged

The unique and personal movement solution that emerges during your participation in a range of constraints-led activities is known as your personal tactical strategy.

The data collection instrument (DCI) provided (see Source 5), is a useful tool to help you articulate your personal tactical strategy. A template for this DCI is available on your eBook access.

SOURCE 5 TBC

This final step requires you to describe your personal tactical strategy as clearly and concisely as possible (noting the specialised movement sequences and associated movement strategy).

Example

In the sport of water polo, a goalkeeper may describe the personal tactical strategy that emerged in the following way.

'In my position as goalkeeper, I have devised a personal tactical strategy for the specialised movement sequence of delivering the ball to field players in fast breaks. The strategy involves the use of an explosive eggbeater kick to facilitate making long passes during transitions from defence to attack. This supports the movement strategy of optimising my team's opportunity to score.'

Evaluate your personal tactical strategy

Once you have devised your tactical strategy, you need to evaluate whether it has been effective or not. To make this judgement, you must consider how well you have worked with (or overcome) the task constraints, learner constraints and environmental constraints.

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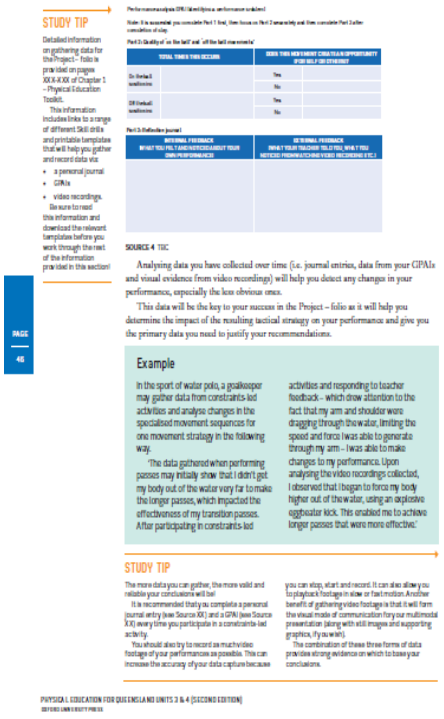
CHAPTER 2 TACTICAL LAWS RENEWED

Devising >IN FOCUS

Step 4

Describe the tactical strategy that has **emerged**.



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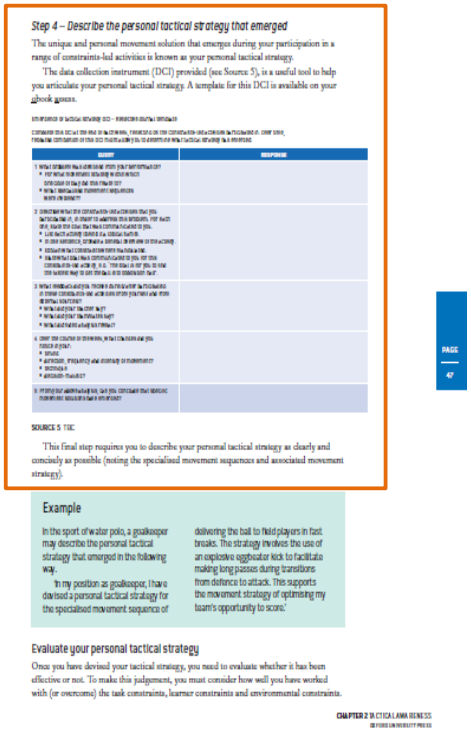
PHYSICAL EDUCATION FOR QUEENSLAND UNITS 3 & 4 (SECOND EDITION)

PAGE 46



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CHAPTER 2 TACTICAL AWARENESS

PAGE 47

Devising >> Analysing >> Evaluating >> Justifying

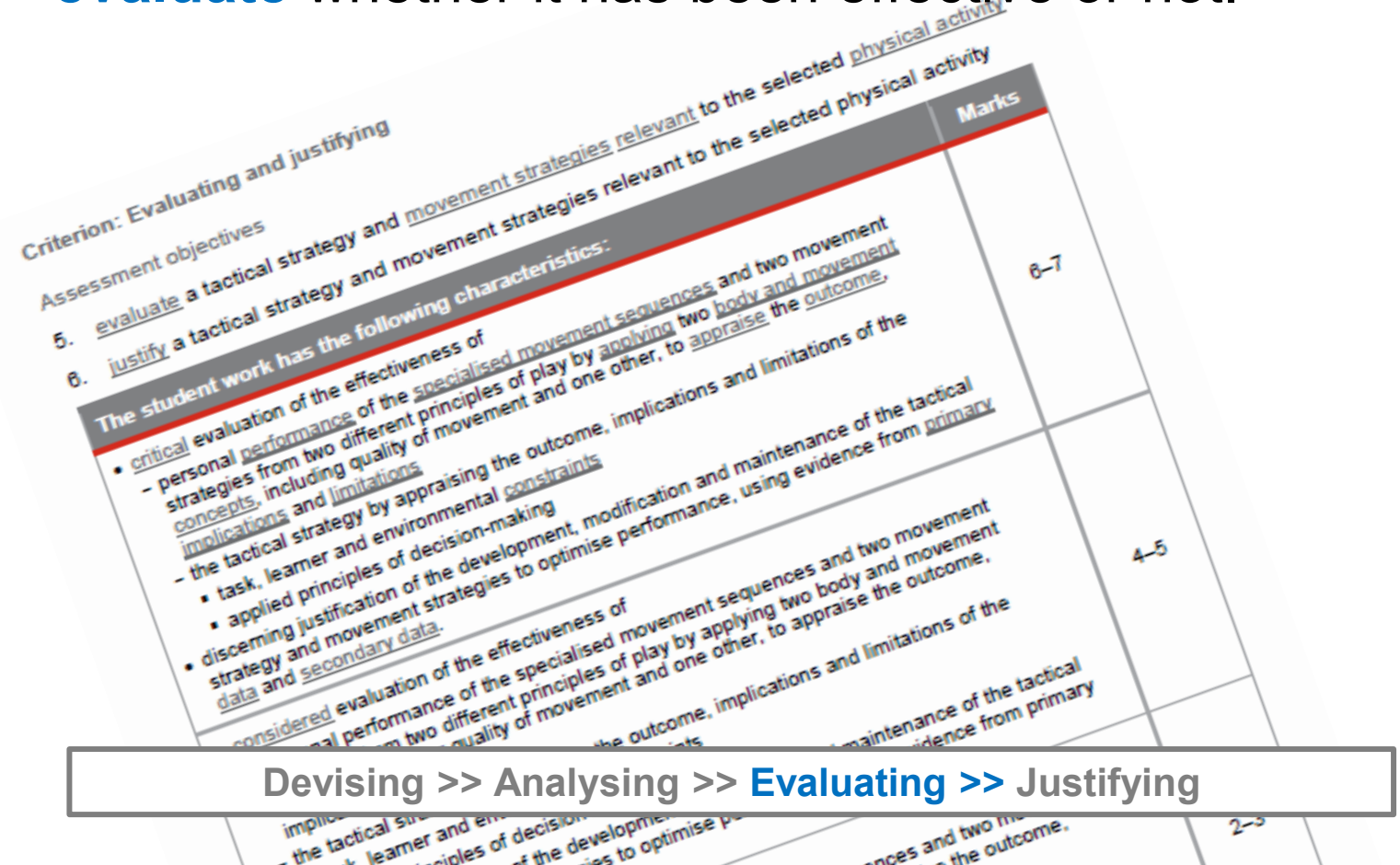
Analysing IN FOCUS

Once students have devised their strategy they must analyse data to **determine and articulate what led to the development of the personal tactical strategy**.

They should consider the relationships between the specialised movement sequence and movement strategy, the constraints present and the applied principles of decision-making.

Evaluating >IN FOCUS

Once students have analysed the development of their personal tactical strategy, they will need to **evaluate** whether it has been effective or not.



Criterion: Evaluating and justifying

Assessment objectives

5. evaluate a tactical strategy and movement strategies relevant to the selected physical activity
6. justify a tactical strategy and movement strategies relevant to the selected physical activity

The student work has the following characteristics:	Marks
• critical evaluation of the effectiveness of – personal performance of the specialised movement sequences and two movement strategies from two different principles of play by applying two body and movement concepts, including quality of movement and one other, to appraise the outcome, – the tactical strategy by appraising the outcome, implications and limitations of the implications and limitations • task, learner and environmental constraints • applied principles of decision-making • discerning justification of the development, modification and maintenance of the tactical strategy and movement strategies to optimise performance, using evidence from primary data and secondary data.	6–7
considered evaluation of the effectiveness of nal performance of the specialised movement sequences and two movement m two different principles of play by applying two body and movement quality of movement and one other, to appraise the outcome, he outcome, implications and limitations of the intenance of the tactical idence from primary	4–5
implic the tactical str learner and en ciples of decisio of the developme ies to optimise p	2–3

Devising >> Analysing >> **Evaluating** >> Justifying

Evaluating IN FOCUS

Students will need to evaluate their personal tactical strategy by evaluating three aspects:

- **Outcomes**
- **Limitations**
- **Implications**.

Note: These three aspects are used across all three internal assessment tasks in objectives 5 & 6 (Evaluating and justifying)

Evaluating >IN FOCUS

Appraising **outcomes**

- Did the tactical strategy optimise their performance?

Appraising **implications**

- Did the tactical strategy affect other aspects of their game or create different/new opportunities for them?

Appraising **limitations**

- Was there anything that limited their ability to implement this tactical strategy optimally?

Justifying IN FOCUS

Once the student has evaluated the effectiveness of their tactical strategy they will be able to **justify** whether it should be either:

- maintained
- further developed
- modified.

Note: When addressing all of these things, students will need to be making reference to all of the **principles that underpin this topic** (e.g. attunement, perception-action coupling, affordances, the three different types of constraints, self-organisation, etc.)

Summative internal assessment 1: Project – folio

Devising a personal tactical strategy

Section 1: Multimodal presentation

- Part A: Devising, analysing, evaluating and justifying a personal tactical strategy
- Part B: Evaluating personal performance

Section 2: Supporting evidence

- 2–3 minutes of personal performance footage

Part B: Evaluating personal performance

This is **a separate evaluation** to the one students must do on their personal tactical strategy but is still part of the multimodal presentation.

Instrument-specific marking guide

Criterion: Explaining

Assessment objective

1. recognise and explain constraints, principles of decision-making and body and movement concepts about specialised movement sequences and movement strategies

The student work has the following characteristics:	Marks
• accurate recognition and discerning explanation of – task, learner and environmental constraints and principles of decision-making about one movement strategy – two body and movement concepts, including quality of movement and one other, about the specialised movement sequences and movement strategies.	2–3
• recognition and appropriate explanation of aspects of – task, learner or environmental constraints and principles of decision-making about one movement strategy – quality of movement or one other body and movement concept, about specialised movement sequences and movement strategies.	1
• does not satisfy any of the descriptors above.	0

Evaluating personal performance ›IN FOCUS

In this section, the student must use **two** body and movement concepts (i.e. Quality of movement and one other) to evaluate their physical performance.

STUDY TIP

Revisit and revise the body and movement concepts that were covered in Unit 1 of the QCE Physical Education syllabus by referring to Section 2.7 (pages 59–75) of *Physical Education for Queensland Units 1 & 2*.

If you no longer have access to the printed Student book, you can still access a complete digital version online via your obook assess.

you made of your personal tactical strategy in Part A. You can use information gathered from the same GPAIs, but you do not need to include your personal tactical strategy in this evaluation. You may choose two principles of play from the list below:

- setting up attack
- defending against an attack
- creating, defending and exploiting space
- attacking opposition space and scoring.

You are also required to apply two body and movement concepts to the performance. You must apply the body and movement concept of 'Quality of movement' plus one other body and movement concept from Source 6. To maximise your chances of success, your evaluation should reference all relevant criteria from each body and movement concept.

Quality of movement	Body awareness
Criteria: • speed (e.g. fast, slow) • timing (e.g. in time, out of time) • accuracy (e.g. on target, off target) • effort (e.g. level of motivation) • force (e.g. strong, light) • fluency and flow (e.g. free, bound)	Criteria: • body parts (e.g. arms, legs, elbows, knees, head) • body shape (e.g. stretched, curled, wide, narrow, twisted, symmetrical, asymmetrical) • body action (e.g. flexion, extension, rotation, swing, push, pull, transfer of weight, stability)
Space awareness	**Relationships**
Criteria: • space (e.g. personal and general space) • pathways of movement (e.g. curved, straight, zigzag) • planes of movement (e.g. sagittal, frontal, horizontal) • direction (e.g. forwards, backwards, sideways, up, down) • levels (e.g. high, middle, low)	Criteria: • people (e.g. alone, with partner, with group) • equipment (e.g. bats, balls and other pieces of equipment; uniforms and supplies)

SOURCE 6 The four body and movement concepts

Source 7 provides an example of how a student studying Australian football has demonstrated specialised movement sequences and two movement strategies from two principles of play. It also shows how the student has applied the body and movement concepts to evaluate their performance.

You will be expected to provide the same level of evaluation for your selected physical activity for your Project – folio. A template for this DCI is provided on your obook assess.

SUMMATIVE INTERNAL ASSESSMENT 1: Project – folio PLANNING GUIDE			
Category of physical activity: ☑ 'Invasion' ☐ 'Net and court'. Selected physical activity: Australian football		Principle of play 1: Setting up attack Movement strategy 1: Break through the defence by knocking the ball forward, handballing, kicking and running to space. Specialised movement sequence: Leading, marking, handballing and kicking	Principle of play 2: Attacking opposition goal and scoring Movement strategy 2: Move the football into opponent's defensive area to score Specialised movement sequence: Marking, handballing and kicking
Body and movement concept 1: Quality of movement	Criteria: ▶ speed (e.g. fast, slow) ▶ timing (e.g. in time, out of time) ▶ accuracy (e.g. on target, off target) ▶ effort (e.g. level of motivation) ▶ force (e.g. strong, light) ▶ fluency and flow (e.g. free, bound)	My personal rating: ☑ Accomplished and proficient ☐ Effective ☐ Competent ☐ Variable or inaccurate Evident criteria: Accuracy, effort, fluency and flow, timing and speed Supporting visual evidence: [illegible]	My personal rating: ☐ Accomplished and proficient ☑ Effective ☐ Competent ☐ Variable or inaccurate Evident criteria: Accuracy, force development, continuity and outcome of movement, efficiency Supporting visual evidence: [illegible]
Body and movement concept 2: Relationships	Criteria: ▶ people (e.g. alone, with partner, with group) ▶ equipment (e.g. bats, balls and other pieces of equipment; uniforms and supplies)	My personal rating: ☐ Accomplished and proficient ☑ Effective ☐ Competent ☐ Variable or inaccurate Evident criteria: People (i.e. interaction with teammates and opponents) Supporting visual evidence: [illegible]	My personal rating: ☐ Accomplished and proficient ☑ Effective ☐ Competent ☐ Variable or inaccurate Evident criteria: People (i.e. interaction with teammates and opponents), equipment Supporting visual evidence: [illegible]

SOURCE 7 To meet the task requirements, your performance evaluation must use two body and movement concepts and pertain to two principles of play, as shown in this Australian footballer's multimodal planning.

See example on page 51 of your SAMPLE CHAPTER

Summative internal assessment 1: Project – folio

Devising a personal tactical strategy

Section 1: Multimodal presentation

- Part A: Devising, analysing, evaluating and justifying a personal tactical strategy
- Part B: Evaluating personal performance

Section 2: Supporting evidence

- 2–3 minutes of personal performance footage

2–3 minutes of personal performance footage

In addition to the 9–11 minutes of multimodal presentation required as part of the Project – folio (i.e. Section 1: Parts A and B), students need to put together a **highlights reel** of their physical performance.

Criterion: Demonstrating and applying

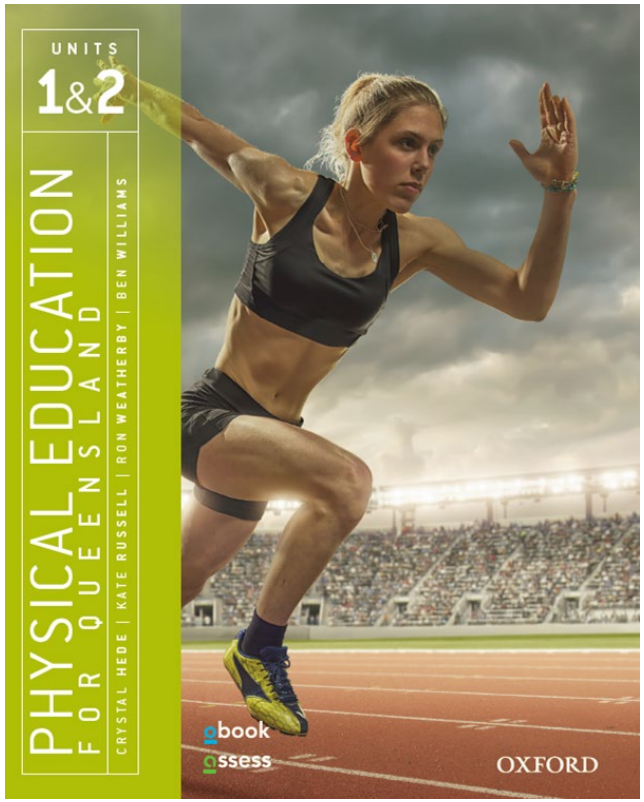
Assessment objectives

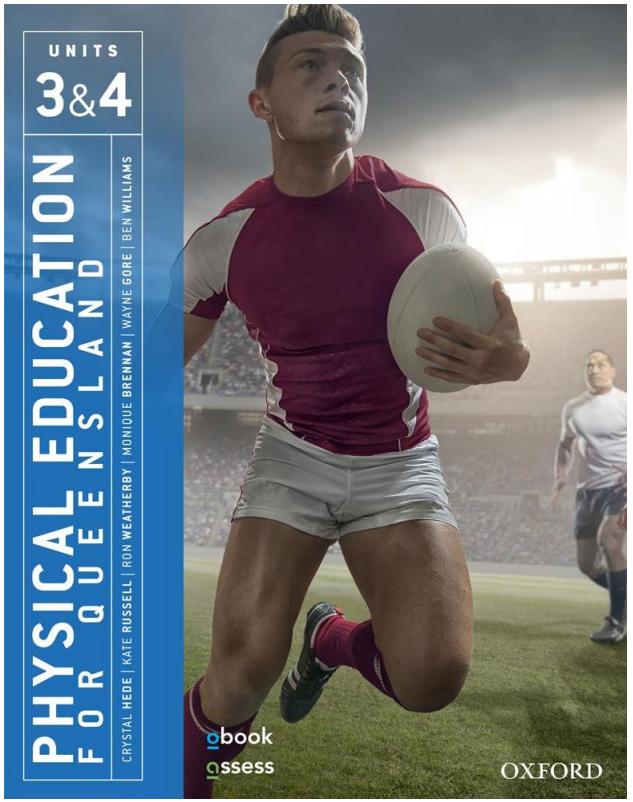
2. demonstrate specialised movement sequences and movement strategies in authentic performance environments
3. apply concepts to specialised movement sequences and movement strategies in authentic performance environments

The student work has the following characteristics:	Marks
• accomplished and proficient demonstration of the specialised movement sequences and two movement strategies from two different principles of play in authentic performance environments • accomplished and proficient application of the body and movement concepts, including quality of movement and one other, to the specialised movement sequences and two movement strategies from two different principles of play in authentic performance environments.	7–8
• effective demonstration of the specialised movement sequences and two movement strategies from two different principles of play in authentic performance environments • effective application of the body and movement concepts, including quality of movement and one other, to the specialised movement sequences and two movement strategies from two different principles of play in authentic performance environments.	5–6
• [illegible] specialised movement sequences and a movement [illegible] quality of movement	3–4

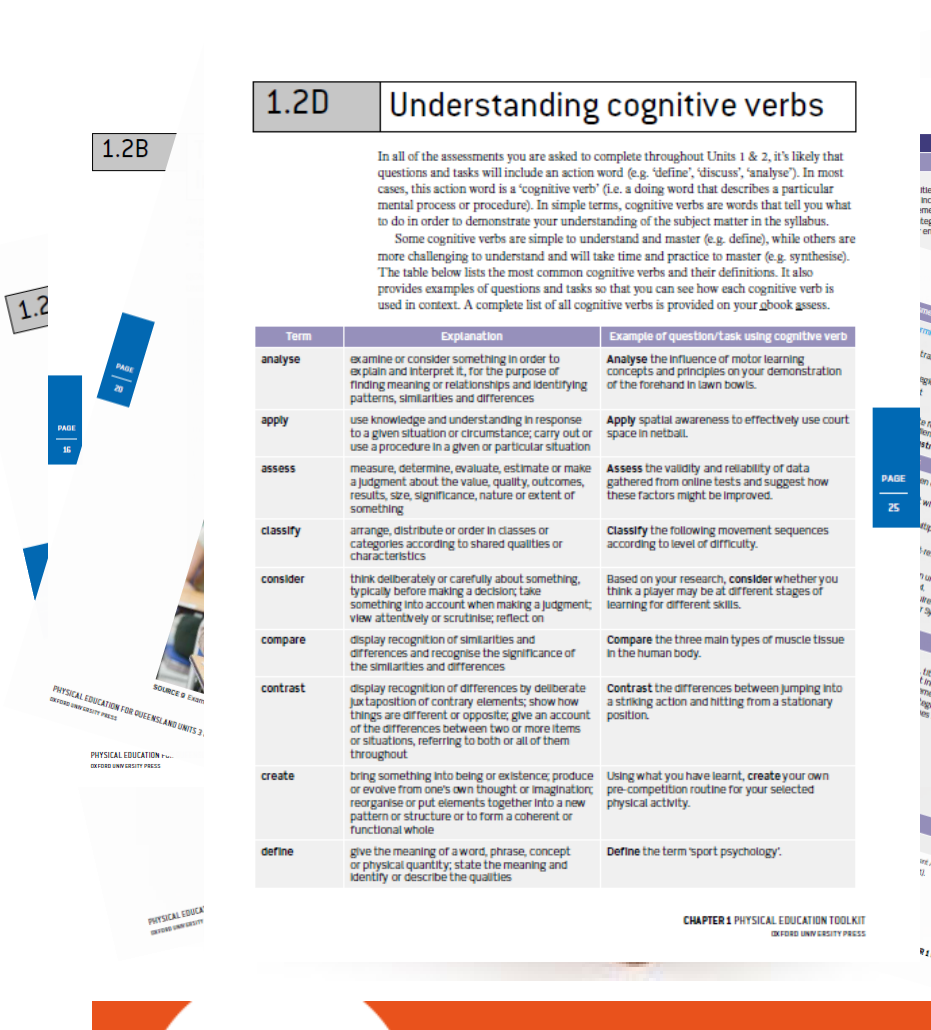
PART 3

How Oxford's resources support learning and help students maximise their performance in assessments





Physical Education toolkit



1.2D Understanding cognitive verbs

In all of the assessments you are asked to complete throughout Units 1 & 2, it's likely that questions and tasks will include an action word (e.g. 'define', 'discuss', 'analyse'). In most cases, this action word is a 'cognitive verb' (i.e. a doing word that describes a particular mental process or procedure). In simple terms, cognitive verbs are words that tell you what to do in order to demonstrate your understanding of the subject matter in the syllabus.

Some cognitive verbs are simple to understand and master (e.g. define), while others are more challenging to understand and will take time and practice to master (e.g. synthesise). The table below lists the most common cognitive verbs and their definitions. It also provides examples of questions and tasks so that you can see how each cognitive verb is used in context. A complete list of all cognitive verbs is provided on your eBook assess.

Term	Explanation	Example of question/task using cognitive verb
analyse	examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences	**Analyse** the influence of motor learning concepts and principles on your demonstration of the forehand in lawn bowls.
apply	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation	**Apply** spatial awareness to effectively use court space in netball.
assess	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something	**Assess** the validity and reliability of data gathered from online tests and suggest how these factors might be improved.
classify	arrange, distribute or order in classes or categories according to shared qualities or characteristics	**Classify** the following movement sequences according to level of difficulty.
consider	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on	Based on your research, **consider** whether you think a player may be at different stages of learning for different skills.
compare	display recognition of similarities and differences and recognise the significance of the similarities and differences	**Compare** the three main types of muscle tissue in the human body.
contrast	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout	**Contrast** the differences between jumping into a striking action and hitting from a stationary position.
create	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole	Using what you have learnt, **create** your own pre-competition routine for your selected physical activity.
define	give the meaning of a word, phrase, concept or physical quantity; state the meaning and identify or describe the qualities	**Define** the term 'sport psychology'.

CHAPTER 1 PHYSICAL EDUCATION TOOLKIT
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The Physical Education Toolkit is **stand-alone reference chapter** that appears at the front of the Student book. It includes:

- an overview of the course and assessment structure for students
- information and practical advice on ALL assessment tasks (including cognitive verbs)
- relevant study tips
- information on tertiary courses and careers in health and physical education

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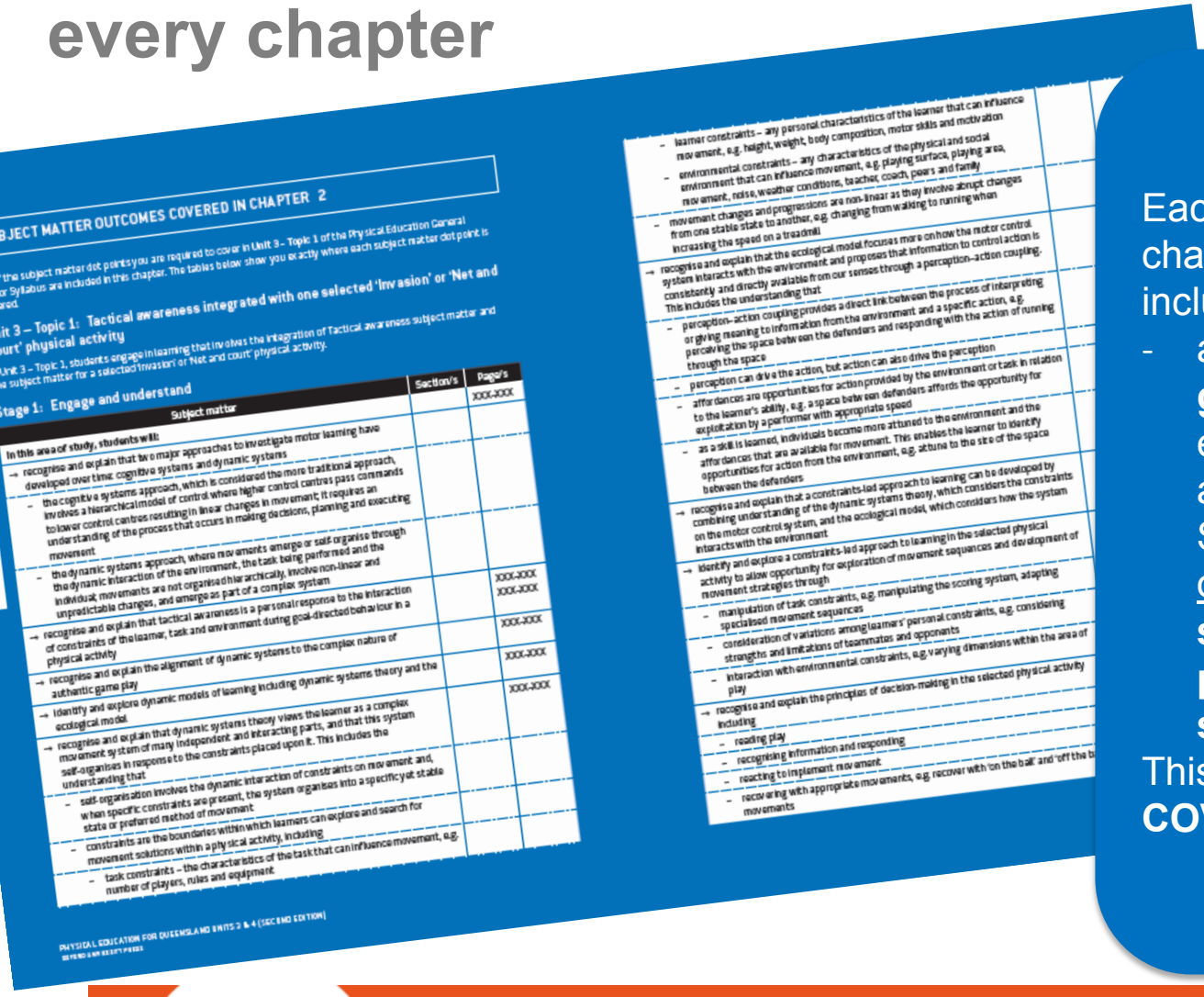
Subject matter coverage is clearly labelled in every chapter



BJECT MATTER OUTCOMES COVERED IN CHAPTER 2

the subject matter dot points you are required to cover in Unit 3 – Topic 1 of the Physical Education General
or Syllabus are included in this chapter. The tables below show you exactly where each subject matter dot point is
ered.

it 3 – Topic 1: Tactical awareness integrated with one selected 'Invasion' or 'Net and
urt' physical activity

Unit 3 – Topic 1, students engage in learning that involves the integration of tactical awareness subject matter and
e subject matter for a selected 'Invasion' or 'Net and court' physical activity.

Stage 1: Engage and understand Subject matter	Section/s	Page/s
		xxx-xxx
In this area of study, students will:		
→ recognise and explain that two major approaches to investigate motor learning have developed over time: cognitive systems and dynamic systems		
– the cognitive systems approach, which is considered the more traditional approach, involves a hierarchical model of control where higher control centres pass commands to lower control centres resulting in linear changes in movement; it requires an understanding of the process that occurs in making decisions, planning and executing movement		
– the dynamic systems approach, where movements emerge or self-organise through the dynamic interaction of the environment, the task being performed and the individual; movements are not organised hierarchically, involve non-linear and unpredictable changes, and emerge as part of a complex system		xxx-xxx xxx-xxx
→ recognise and explain that tactical awareness is a personal response to the interaction of constraints of the learner, task and environment during goal-directed behaviour in a physical activity		xxx-xxx
→ recognise and explain the alignment of dynamic systems to the complex nature of authentic game play		xxx-xxx
→ identify and explore dynamic models of learning including dynamic systems theory and the ecological model		xxx-xxx
→ recognise and explain that dynamic systems theory views the learner as a complex movement system of many independent and interacting parts, and that this system self-organises in response to the constraints placed upon it. This includes the understanding that		
– self-organisation involves the dynamic interaction of constraints on movement and, when specific constraints are present, the system organises into a specific yet stable state or preferred method of movement		
– constraints are the boundaries within which learners can explore and search for movement solutions within a physical activity, including		
– task constraints – the characteristics of the task that can influence movement, e.g. number of players, rules and equipment		

PHYSICAL EDUCATION FOR QUEENSLAND UNITS 3 & 4 (SECOND EDITION)

– learner constraints – any personal characteristics of the learner that can influence movement, e.g. height, weight, body composition, motor skills and motivation
– environmental constraints – any characteristics of the physical and social environment that can influence movement, e.g. playing surface, playing area, movement, noise, weather conditions, teacher, coach, peers and family
– movement changes and progressions are non-linear as they involve abrupt changes from one stable state to another, e.g. changing from walking to running when increasing the speed on a treadmill

→ recognise and explain that the ecological model focuses more on how the motor control system interacts with the environment and proposes that information to control action is consistently and directly available from our senses through a perception–action coupling. This includes the understanding that

– perception–action coupling provides a direct link between the process of interpreting or giving meaning to information from the environment and a specific action, e.g. perceiving the space between the defenders and responding with the action of running through the space
– perception can drive the action, but action can also drive the perception
– affordances are opportunities for action provided by the environment or task in relation to the learner's ability, e.g. a space between defenders affords the opportunity for exploitation by a performer with appropriate speed
– as a skill is learned, individuals become more attuned to the environment and the affordances that are available for movement. This enables the learner to identify opportunities for action from the environment, e.g. attune to the size of the space between the defenders

→ recognise and explain that a constraints-led approach to learning can be developed by combining understanding of the dynamic systems theory, which considers the constraints on the motor control system, and the ecological model, which considers how the system interacts with the environment

→ identify and explore a constraints-led approach to learning in the selected physical activity to allow opportunity for exploration of movement sequences and development of movement strategies through

– manipulation of task constraints, e.g. manipulating the scoring system, adapting specialised movement sequences
– consideration of variations among learners' personal constraints, e.g. considering strengths and limitations of teammates and opponents
– interaction with environmental constraints, e.g. varying dimensions within the area of play

→ recognise and explain the principles of decision-making in the selected physical activity including

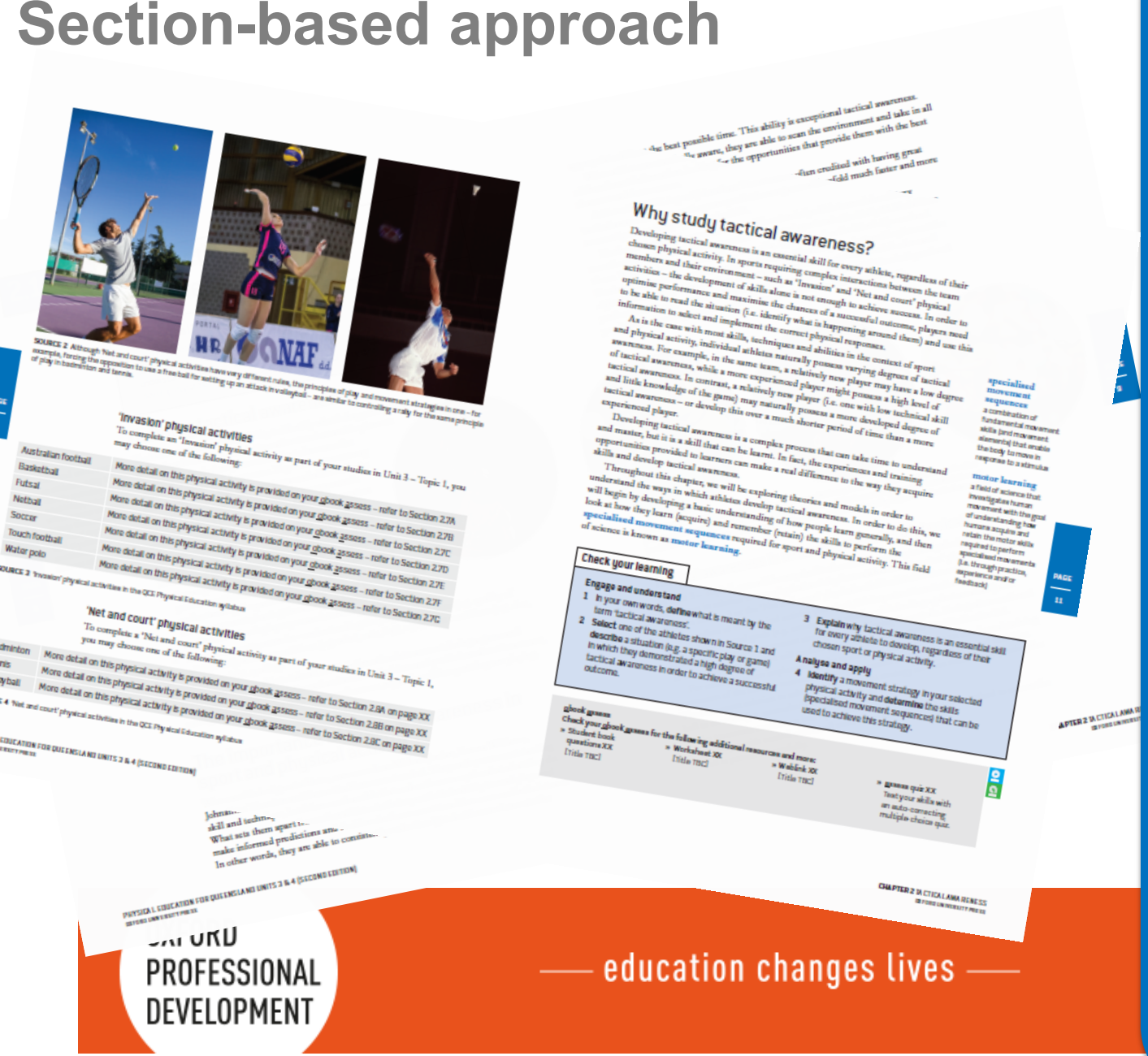
– reading play
– recognising information and responding
– reacting to implement movement
– recovering with appropriate movements, e.g. recover with 'on the ball' and 'off the b movements

Each chapter begins with a chapter opener that includes:

- a **content coverage grid** that shows the exact location (Section and page number in Student book and obook) of **EVERY subject matter dot point from the syllabus**.

This ensures **COMPLETE COVERAGE**!

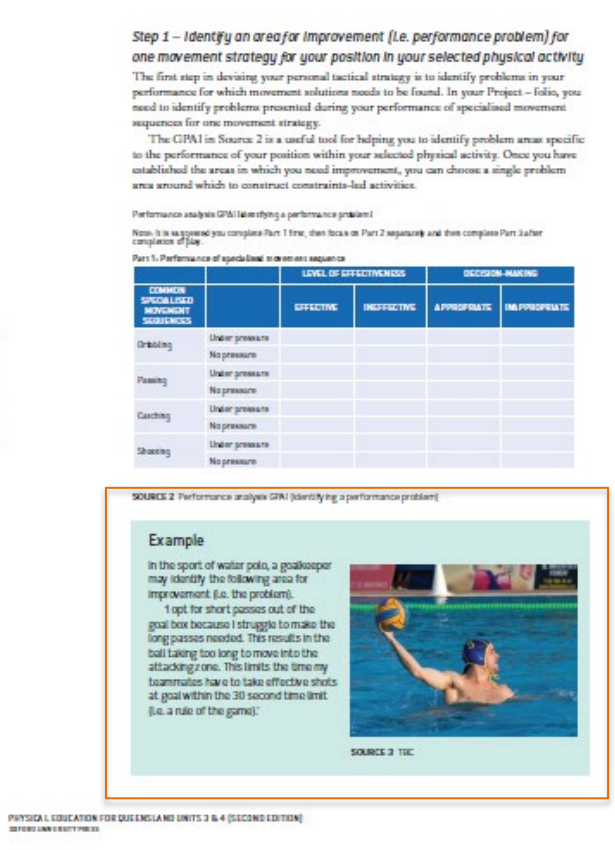
Section-based approach



Content is presented in **Sections**. Each section:

- is clearly labelled and numbered
- ranges in length from 2–10 pages
- begins with **'That's a goal!'** – a set of clear **learning objectives** from the syllabus
- is supported by a **'Check your learning'** activity box with questions and tasks that guide students through the **stages of inquiry and use cognitive verbs**
- provides **links to additional digital resources** offered on obook assess.

Features that support learning



Step 1 – Identify an area for improvement (i.e. performance problem) for one movement strategy for your position in your selected physical activity

The first step in devising your personal tactical strategy is to identify problems in your performance for which movement solutions needs to be found. In your Project – folio, you need to identify problems presented during your performance of specialised movement sequences for one movement strategy.

The GPAI in Source 2 is a useful tool for helping you to identify problem areas specific to the performance of your position within your selected physical activity. Once you have established the areas in which you need improvement, you can choose a single problem area around which to construct constraints-led activities.

Performance analysis GPAI (identifying a performance problem)

Note: It is suggested you complete Part 1 first, then focus on Part 2 separately and then complete Part 3 after completion of play.

Part 1: Performance of specialised movement sequence

COMMON SPECIALISED MOVEMENT SEQUENCES		LEVEL OF EFFECTIVENESS		DECISION-MAKING	
		EFFECTIVE	INEFFECTIVE	APPROPRIATE	INAPPROPRIATE
Dribbling	Under pressure				
	No pressure				
Passing	Under pressure				
	No pressure				
Catching	Under pressure				
	No pressure				
Shooting	Under pressure				
	No pressure				

SOURCE 2 Performance analysis GPAI (identifying a performance problem)

Example

In the sport of water polo, a goalkeeper may identify the following area for improvement (i.e. the problem).

'I opt for short passes out of the goal box because I struggle to make the long passes needed. This results in the ball taking too long to move into the attacking zone. This limits the time my teammates have to take effective shots at goal within the 30 second time limit (i.e. a rule of the game).'

SOURCE 3 TIC

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Step 2 – Participate in constraints-led activities

Once you have identified an area for improvement (i.e. the problem), it is necessary to participate in a range of constraints-led activities designed to target your problem area. Constraints-led activities can be designed to encourage the emergence of possible movement solutions that will address the problem.

Participating in constraints-led activities designed to target your problem area will lead to changes in your performance of specialised movement sequences for a movement strategy. The types of changes you might expect to see include changes in:

- timing
- direction, frequency and intensity of movement
- technique
- decision making.

It is important to be able to identify these types of changes in your performance as this process will ultimately facilitate the emergence of your personal tactical strategy.

FOR THE RECORD

While the basic functions of the goalkeeper in water polo have not changed much in the past 100 years, there have been changes affecting performance techniques. In the 1940s, Hungary introduced the eggbeater kick, which is a technique that allows goalies to maintain a stable balance in the water.

Example

In the sport of water polo, a goalkeeper may participate in the following constraints-led activity to address his performance problem (as outlined in the previous example).

A game with player numbers reduced to 4v4 and with the task constraint of having only 5 seconds for the ball to make it into the team's attacking half after a goal has been saved by the goalkeeper. This constraints-led activity will force the goalkeeper to search for a solution to make effective long passes.

Step 3 – Gather data from your constraints-led activities and analyse changes in the specialised movement sequences for one movement strategy

Participating in constraints-led activities will also give you the opportunity to gather and record a range of performance data relating to your identified performance problem.

There are a number of tools that you can use to gather data (i.e. evidence) relating to changes in your performance over time. These include:

- a personal journal (see Source XX)
- GPAIs (see Source XX)
- video recordings.

The GPAI shown in Source 4 is a useful tool to help you gather the data that you will need to analyse the changes in the specialised movement sequences for one movement strategy. A template for this GPAI is provided on your ghook goose.

CHAPTER 2 TACTICAL AWARENESS

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Students are supported by:

- **Study tip** features – give **practical tips** to help students improve their performance in assessment tasks
- **For the record!** features – provide fun, interesting and quirky facts related to key content
- **Examples** – provide **real life models** and case studies to illustrate theoretical points being explained in the text.

Chapter reviews

QUESTION 9

Gibson (1979) said: 'We must perceive in order to move, but we must also move in order to perceive.' Which dynamic systems concept was he referring to?

(A) Bernstein's degrees of freedom problem
(B) Perception-action coupling
(C) Constraints-led approach
(D) Information processing stage

QUESTION 10

Refer to this secondary data. What is the coach doing?

(A) Manipulating ecological constraints
(B) Manipulating the learner constraints
(C) Interacting with environmental constraints
(D) Manipulating task constraints

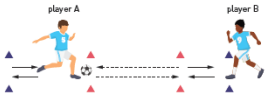
SECTION B

→ Two short-response questions
→ One extended written response

QUESTION 11 (150 words)

The diagram below shows a soccer coaching session. Players move at the same time from the blue markers to the red markers. Player A then passes the ball to Player B. Both players then jog back to the blue markers and repeat the drill again.

a **Explain** which approach to motor learning this drill is likely to have been based on (i.e. the cognitive systems approach or the dynamic systems approach).
b **Identify** three changes that could be made in order to make this activity more representative of an authentic environment.



QUESTION 12 (150 words)

Using examples from your selected physical activity, evaluate how manipulating task constraints can develop your ability to attune to affordances.

QUESTION 13 (400 words)

Analyse the data in Source 1, which was taken from a volleyball player's game performance. **Evaluate** the effectiveness of each hitting option and **devise** a constraints-led activity to either
a support this learner to continue to adapt an emerging strength
b amplify this learner's performance problem to encourage them to adapt.

Justify the design of your activity, referring to concepts learnt in this chapter.

Specialised movement options	Accurate execution	Inaccurate execution	Effective option (defence could not maintain possession)	Ineffective option (defence could maintain possession)
Cross-court hit	卌 ||	|	|	卌 ||
Line hit	||		||	
Tip		|		
Deep roll	|			|

SOURCE 1 A volleyball player's data from game playPage

Practice assessment task

Subject	Physical Education	**Instrument number**	
Technique	Project – folio		
Unit	1 Motor learning, functional anatomy, biomechanics and physical activity		
Topic	1 Motor Learning		

Conditions

Duration	5 hours of class time		
Mode	Multimodal (visual and written or spoken)	**Length**	7–9 minutes
Individual / Group	Individual	**Other**	Examples of multimodal folios include: → a pre-recorded presentation submitted digitally → a presentation conducted in front of an audience (class or teacher) → a digital portfolio of video, images and diagrams with annotations or commentary → a multimedia movie or slideshow that may combine images, video, sound, text and a narrative voice.

Context

In this unit, you have engaged in integrated learning experiences, applying motor learning strategies to improve your performance of a specialised movement sequence from your selected physical activity. To optimise your performance (movement strategies), you have applied specific motor learning strategies that can lead to improvements based on the four body and movement concepts.

Task

Justify which training method was most effective in developing a movement strategy for your selected physical activity. Evaluate how this training method enhanced one of the four body and movement concepts.

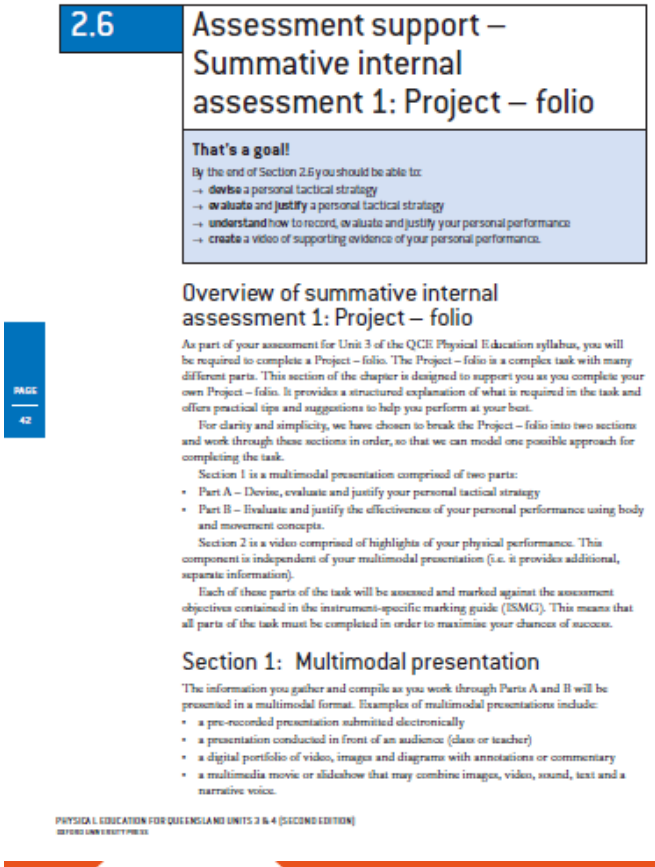
To complete this task, you must:

→ Recognise and explain:
  → that performance can be analysed using stages of learning, relevant training methods and by considering the application of either the cognitive systems approach or dynamic systems approach
  → body and movement concepts about the specialised movement sequences
    – quality of movement (speed, accuracy, direction of movement, force and flow)
    – body awareness (balance, transfer of body weight, flight)
    – space awareness (use of space, direction of movement, planes of movement, pathways)
    – relationships (court position in relation to other players, equipment).
→ Analyse primary data and secondary data to show how motor learning concepts influence performance.
→ Evaluate the effectiveness of:
  → the selected training method and any modifications to optimise personal performance of the specialised movement sequence
  → the selected training method and any modifications to enhance one body movement concept (quality of movement, body awareness, space awareness and relationships).

You can find a detailed instrument-specific marking guide (ISMG) for this task on your obook assess.

Each chapter ends with a **4 page chapter review** that includes:
- a **summary of key learning** (linked back to relevant sections)
- questions in the form of a **sample exam (with answers):**
- valid, accessible, reliable
- multiple-choice
- short response (3 types)
- extended response (with data)
- a **sample assessment task with ISMG** (via obook).

Dedicated assessment support sections in each chapter



2.6

Assessment support – Summative internal assessment 1: Project – folio

That's a goal!

By the end of Section 2.6 you should be able to:

→ **devise** a personal tactical strategy
→ **evaluate** and **justify** a personal tactical strategy
→ **understand** how to record, evaluate and justify your personal performance
→ **create** a video of supporting evidence of your personal performance.

Overview of summative internal assessment 1: Project – folio

As part of your assessment for Unit 3 of the QCE Physical Education syllabus, you will be required to complete a Project – folio. The Project – folio is a complex task with many different parts. This section of the chapter is designed to support you as you complete your own Project – folio. It provides a structured explanation of what is required in the task and offers practical tips and suggestions to help you perform at your best.

For clarity and simplicity, we have chosen to break the Project – folio into two sections and work through these sections in order, so that we can model one possible approach for completing the task.

Section 1 is a multimodal presentation comprised of two parts:

- Part A – Devise, evaluate and justify your personal tactical strategy
- Part B – Evaluate and justify the effectiveness of your personal performance using body and movement concepts.

Section 2 is a video comprised of highlights of your physical performance. This component is independent of your multimodal presentation (i.e. it provides additional, separate information).

Each of these parts of the task will be assessed and marked against the assessment objectives contained in the instrument-specific marking guide (ISMG). This means that all parts of the task must be completed in order to maximise your chances of success.

Section 1: Multimodal presentation

The information you gather and compile as you work through Parts A and B will be presented in a multimodal format. Examples of multimodal presentations include:

- a pre-recorded presentation submitted electronically
- a presentation conducted in front of an audience (class or teacher)
- a digital portfolio of video, images and diagrams with annotations or commentary
- a multimedia movie or slideshow that may combine images, video, sound, text and a narrative voice.

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Detailed information on how to structure, create and present your Project – folio is provided on pages XXX–XXX of Chapter 1: Physical Education Toolkit. In addition to this, Skill drill 1.2A Planning, creating and presenting a Project – folio (available on your eBook assets) provides a number of useful tips and instructions to help you.

STUDY TIP

Detailed information on the format and requirements of the Project – folio is provided on pages XXX–XXX of Chapter 1 – Physical Education Toolkit.

This information includes:

- a description of the task
- assessment objectives
- a summary of the ISMG.

Be sure to read this information carefully before you work through the information provided in this section!

Part A: Devise, evaluate and justify your personal tactical strategy

In Part A of the Project – folio, you are required to devise, evaluate and justify a personal tactical strategy for your position in your selected physical activity.

This is the largest and most significant part of the Project – folio because it requires you to apply the dynamic systems approach to the topic of tactical awareness. To do this, you will need to demonstrate your understanding of the following concepts:

- dynamic systems theory
- the ecological model
- a constraints-led approach to motor learning.

Devise your personal tactical strategy

Devising your personal tactical strategy requires considerable planning. As you have learnt in this chapter, it is possible for individuals to sit down with a pen and paper ahead of time to plan and devise strategies for specific performance situations; however, this method follows a cognitive systems approach to motor learning and could have an impact on your potential to develop a tactical strategy that best suits you as a learner in relation to the task and environmental constraints you are presented with.

Following a dynamic systems approach – and applying a constraints-led approach to teaching and learning – allows tactical strategies to emerge dynamically through self-organisation.

Source 1 outlines the steps you need to work through in order to devise your personal tactical strategy. The time needed to work through these steps may vary from a couple of lessons to several weeks. We will now explore each of these steps in more detail.

STEP 1	Identify an area for improvement (i.e. a problem) for one movement strategy for your position in your selected physical activity.
STEP 2	Participate in constraints-led activities.
STEP 3	Gather data from your constraints-led activities and analyse changes in the specialised movement sequences of your specialised movement strategy.
STEP 4	Describe the personal tactical strategy that emerged.

SOURCE 1 The steps required to devise a personal tactical strategy

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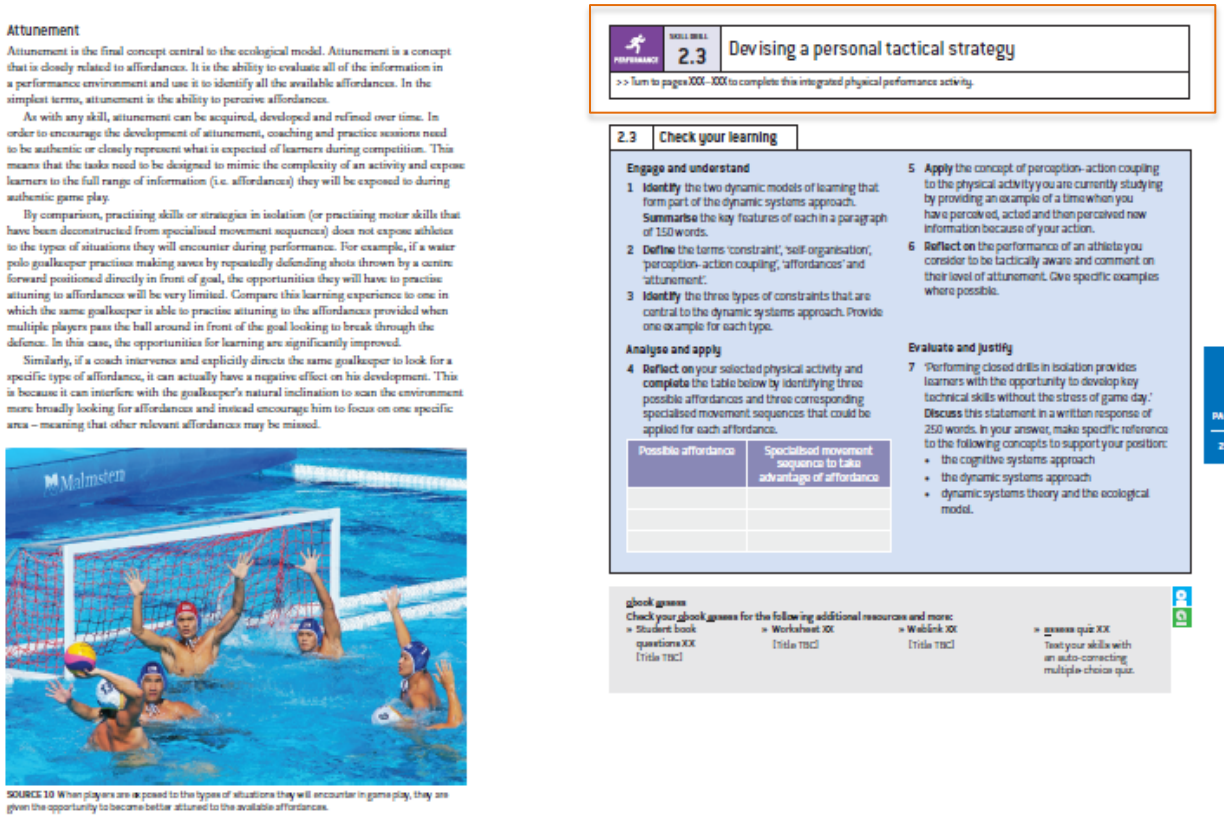
CHAPTER 2 TACTICAL AWARENESS

See example on **pages 42–53** of your SAMPLE CHAPTER

Skill drills – integrated physical activities



Attunement

Attunement is the final concept central to the ecological model. Attunement is a concept that is closely related to affordances. It is the ability to evaluate all of the information in a performance environment and use it to identify all the available affordances. In the simplest terms, attunement is the ability to perceive affordances.

As with any skill, attunement can be acquired, developed and refined over time. In order to encourage the development of attunement, coaching and practice sessions need to be authentic or closely represent what is expected of learners during competition. This means that the tasks need to be designed to mimic the complexity of an activity and expose learners to the full range of information (i.e. affordances) they will be exposed to during authentic game play.

By comparison, practising skills or strategies in isolation (or practising motor skills that have been deconstructed from specialised movement sequences) does not expose athletes to the types of situations they will encounter during performance. For example, if a water polo goalkeeper practises making saves by repeatedly defending shots thrown by a centre forward positioned directly in front of goal, the opportunities they will have to practise attuning to affordances will be very limited. Compare this learning experience to one in which the same goalkeeper is able to practise attuning to the affordances provided when multiple players pass the ball around in front of the goal looking to break through the defence. In this case, the opportunities for learning are significantly improved.

Similarly, if a coach intervenes and explicitly directs the same goalkeeper to look for a specific type of affordance, it can actually have a negative effect on his development. This is because it can interfere with the goalkeeper's natural inclination to scan the environment more broadly looking for affordances and instead encourage him to focus on one specific area – meaning that other relevant affordances may be missed.

SOURCE 10 When players are exposed to the types of situations they will encounter in game play, they are given the opportunity to become better attuned to the available affordances.

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PHYSICAL EDUCATION FOR QUEENSLAND UNITS 3 & 4 (SECOND EDITION)

PERFORMANCE SKILL DRILL 2.3 Devising a personal tactical strategy

>> Turn to pages XXX–XXX to complete this integrated physical performance activity.

2.3 Check your learning

Engage and understand

1 **Identify** the two dynamic models of learning that form part of the dynamic systems approach. **Summarise** the key features of each in a paragraph of 150 words.
2 **Define** the terms 'constraint', 'self-organisation', 'perception–action coupling', 'affordances' and 'attunement'.
3 **Identify** the three types of constraints that are central to the dynamic systems approach. Provide one example for each type.

Analyse and apply

4 **Reflect on** your selected physical activity and **complete** the table below by identifying three possible affordances and three corresponding specialised movement sequences that could be applied for each affordance.

Possible affordance	Specialised movement sequence to take advantage of affordance

5 **Apply** the concept of perception–action coupling to the physical activity you are currently studying by providing an example of a time when you have perceived, acted and then perceived new information because of your action.
6 **Reflect on** the performance of an athlete you consider to be tactically aware and comment on their level of attunement. Give specific examples where possible.

Evaluate and justify

7 'Performing closed drills in isolation provides learners with the opportunity to develop key technical skills without the stress of game day.' **Discuss** this statement in a written response of 250 words. In your answer, make specific reference to the following concepts to support your position:
- the cognitive systems approach
- the dynamic systems approach
- dynamic systems theory and the ecological model.

obook assess
Check your obook assess for the following additional resources and more:
» Student book questions XX [Title TBC]
» Worksheet XX [Title TBC]
» Weblink XX [Title TBC]
» assess quiz XX Test your skills with an auto-correcting multiple-choice quiz.

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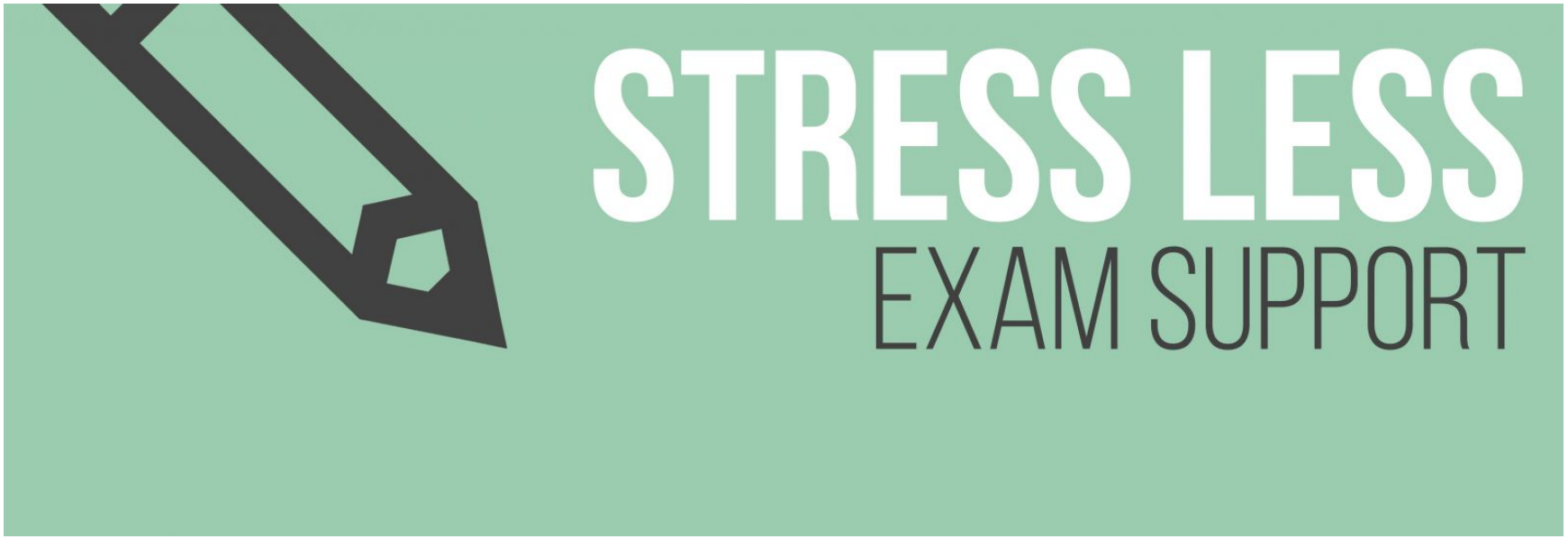
CHAPTER 2 IN CTICA LAMA RENESS

Each chapter includes a range of practical activities known as **Skill drills**. These feature:

- **integrated and personalised tasks**
- an **inquiry skill focus**
- a consistent **experiment-style layout**
- **GPAIs and DCIs** to ensure data collection for assessment
- supporting analysis and discussion tasks
- **additional digital resources** and support (via obook).

A stand-alone revision and exam preparation chapter to support students with the external examination

- **8 weeks of revision time = 8 sections in the chapter**



Each of the 8 sections in the revision and exam preparation chapter includes:

- An activity designed to **test student understanding** of key concepts
- A **handy checklist** that directs students back to concepts they need to revise
- An **exam tip** covering different techniques for exam success
- A **skill drill** to keep students engaged with the syllabus content and actively gathering and analysing data
- A **practice exam (with answers)** set out in the exact style and format as the real thing.

Assessment support videos

A range of purpose-made videos are available for students and teachers providing assessment support

Our product offering

obook

obook is a fully interactive digital version of every student book with note-taking, highlighting and dictionary support included. Every obook contains links to additional resources, such as videos, interactive modules and worksheets.

assess

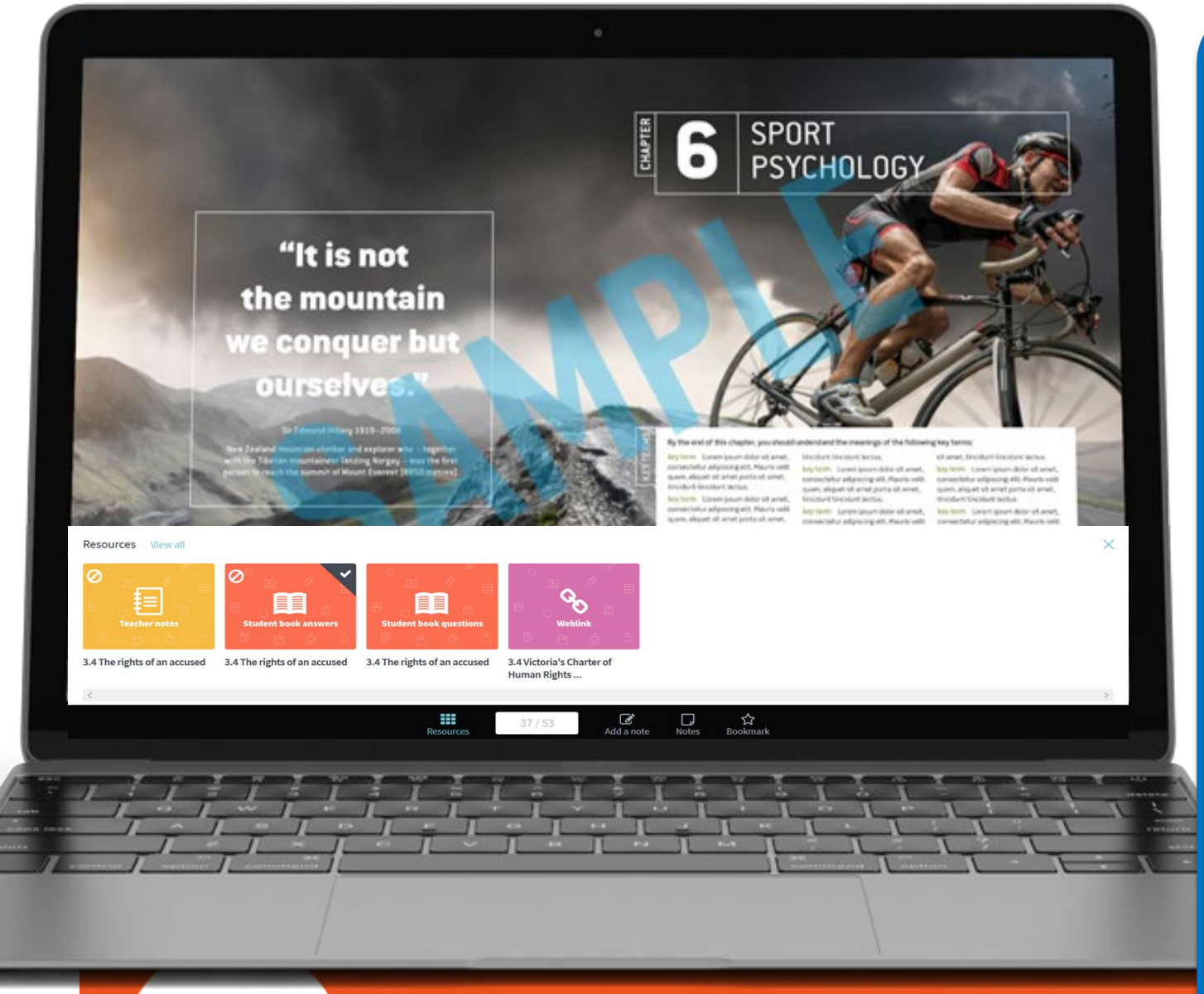
assess is an online assessment platform that provides access to tens of thousands of additional auto-correcting questions designed to support student understanding and progression across all subjects.

Teacher support

Additional teacher notes, answers, tests, and assessments and differentiated learning advice is all included for teachers. Teacher obook assess also allows teachers to assign work electronically, track progress, and manage results and assessment.

Physical Education for Queensland is supported by a range of additional digital resources, including:

- **obook**
- **assess**
- **Teacher support**.



obook assess

obook assess:

- is visually consistent with the printed Student book – enabling students to move seamlessly between the print and digital products
- provides a range of additional teacher and student resources
- is SIMPLE and EASY TO USE.

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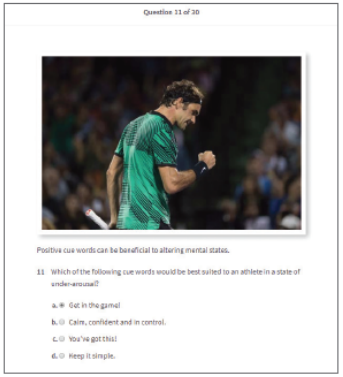
DIGITAL RESOURCES FOR STUDENTS

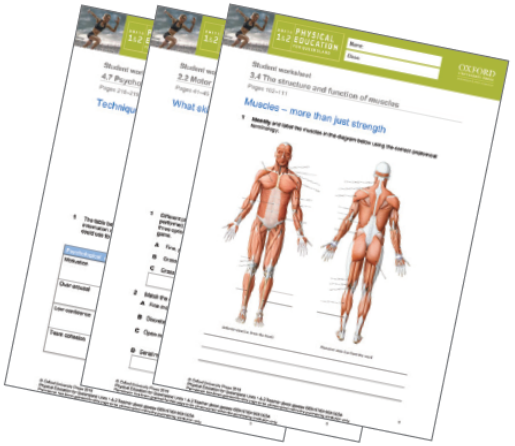
Each Student obook assess offers:

- **a complete digital version of the Student book** with note-taking and bookmarking functionality
- **free Oxford Concise Dictionary look-up feature**
- **targeted instructional videos** by some of Queensland's most experienced Physical Education teachers, designed to help students prepare for assessment tasks and exams
- **engaging worksheets** for every chapter, designed to consolidate and extend understanding of key content from the syllabus
- **case studies** and additional opportunities for extension
- **quizzes** featuring interactive, auto-correcting, multiple-choice questions.

Instructional videos



Auto-correcting quizzes



Engaging student worksheets

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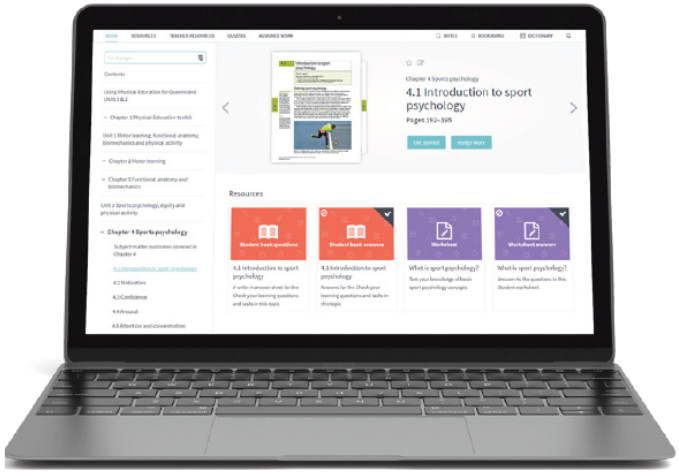
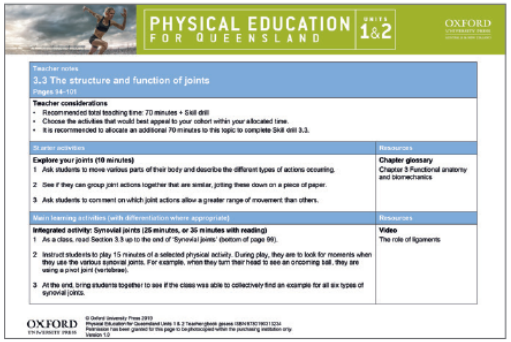
DIGITAL RESOURCES FOR TEACHERS

Each Teacher obook assess offers:

- **detailed course planners**, **topic outlines**, **teacher notes** and **lesson plans**
- **answers** to all questions and practice assessment tasks in the Student book
- **chapter summary PowerPoint presentations** and **revision notes**, ideal for individual or whole-class revision
- editable **assessment tasks** and **tests** (with answers)
- editable **practice exams** (with marking guides and sample responses).

With Teacher obook assess, teachers can also **set up classes**, **assign work**, **monitor student progress** and **graph results**.





Topic outlines, teacher notes and lesson plans

Editable worksheets, assessment tasks, tests and practice exams (with answers)

Free teacher resources*

Free account set-up

*Where the Student book is added to the school booklist or a class set of more than 25 copies is purchased.

Pricing

Physical Education for Queensland Units 3 & 4 (2nd edition)	Format	Price
Student book + obook assess Print book with 2 years' digital access included	PRINT + DIGITAL	$59.95
Student obook assess Digital book with 2 years' digital access included	DIGITAL	$49.95
Student obook assess MULTI Digital book that includes 3 x 2 years' digital access	DIGITAL	$59.95
Teacher obook assess* Digital book that includes access to additional teacher only resources. Ongoing access.	DIGITAL	$299.95

* FREE ongoing access to Teacher obook assess with booklist or class set purchase

Digital renewal fees	
Institution	$5 per student for an additional 15 months' access A service fee to support annual rollover of subscriptions

If your school has a different purchasing model, ask our team about options