

A large, light purple, stylized tree graphic that spans across the middle and bottom of the page. It has a thick trunk and a canopy of interconnected branches forming a grid-like pattern.

Physical Education Studies School-based practical external assessment Handbook



Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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School-based practical external assessment

The school-based practical external assessment (SPEA) process involves all students enrolled in the School Curriculum and Standards Authority (the Authority) Physical Education Studies ATAR Year 12 course.

There are four options for the teaching and assessment of the practical component of the course:

- select one sport to teach to the whole class for the entire year
e.g. Volleyball all year for all students
- select a sport to teach to the whole class, then select a different sport to teach to the whole class for the year (i.e. select two sports for the year to teach the whole class)
e.g. Volleyball for the first sport and Soccer for the second sport for all students
- select a sport to teach to the whole class, then allow students to select their second sport* for the year
e.g. Volleyball for the first sport (all students); then a variety of sports based on student choice
- allow each student to select their sport for the entire year*
e.g. a variety of sports for the entire year based on student choice.

* This will be a decision for the school and must be based on teacher expertise, resources and student ability.

Where students are studying only one sport during Year 12, this sport will be the sport assessed for the SPEA.

Where students are studying more than one sport during Year 12, the school must identify and make a record of which sport will be sport 1 and which sport will be sport 2. Sport 2 will be the sport assessed for the SPEA.

For each of the four options, the class teacher must conduct the assessments and make the final judgements on sports selected from the prescribed list included in the Physical Education Studies Year 12 ATAR syllabus. The teacher will determine the number of weeks allocated to each sport, if more than one is studied, in consideration of the syllabus content that must be taught and assessed.

1. Procedures of the school-based practical external assessment

1.1. Introduction

The SPEA is an external assessment for the Physical Education Studies Year 12 ATAR course. It is a mandated requirement for all students enrolled in the course. The SPEA will be conducted in accordance with the Year 12 ATAR course school-based practical (performance) external assessment design brief described in the syllabus and the support material made available by the Authority. The SPEA involves students demonstrating their ability to adapt and adjust skills and tactics while performing within a competitive situation.

The SPEA has two objectives:

- it forms part of the school-based assessment for the Physical Education Studies ATAR Year 12 course
- it includes a process of validation through marking by an external assessor appointed by the Authority, with these marks used in the Authority's moderation processes.

The mark from the external assessor provides the external practical mark that is used in the calculation of a student's combined score for the practical component of the course.

For the purposes of moderation, the Authority will treat the SPEA as a practical examination.

1.2. Administration of the SPEA

The SPEA session for the Physical Education Studies ATAR Year 12 course will be scheduled by the Authority to occur in Term 3 between Weeks 2 and 8.

Where necessary, and dependent on the demands of the sport, sessions for the SPEA will be conducted separately for male and female students. However, schools may choose to combine students for the purpose of the assessment in badminton, hockey, netball, tennis, and touch football. Combining students should only occur to meet the minimum number of students required for the SPEA as communicated by the Authority in the relevant support material for the sport. If this option is selected, it is essential that teachers match students by skill level for SPEA sessions.

The Authority will provide professional learning sessions to prepare school personnel for administration of the SPEA which will be communicated to schools via the Authority's Circulars.

1.2.1 Authority-administered SPEA

For the assessment of a sport where a school does not have the minimum number of students required, the Authority may schedule a SPEA session at an appropriate venue of its choosing which the student/s and the teacher/s of the sport at the school must attend. The school will be required to provide appropriate personal equipment for each of their students. The school needs to apply for this arrangement. Applications will only be considered where all other options have been exhausted. Applications must be submitted to the Authority no later than the end of Term 1.

1.2.2 Collaborative SPEA

A school may choose to combine with another school/s to form a collaborative SPEA. A collaborative SPEA is where schools organise a shared venue for their students and teachers to undertake the SPEA for one or more sports. The collaborative SPEA is hosted and coordinated by a single school. A

host school must seek approval on behalf of the participating school/s from the Authority. The host school must seek approval from the Authority by no later than the end of Term 1. Application forms are available on the course page of the Authority website.

The Authority may add one or more schools to an established collaborative SPEA. This would occur where the school/s has/have applied for an Authority-administered SPEA and the sport/s assessed are the same. In these instances, the Authority will provide additional support to the school hosting the collaborative SPEA. Application forms are available on the course page of the Authority website.

1.3. Approved absence and misadventure

If a student does not have an approved *Physical Education Studies: School-based Practical External Assessment Application for Approved Absence*, the combined mark (practical) will not be calculated. This means the pair of units being completed in that year will not contribute towards the WACE achievement requirements. A course mark or grade will not be recorded on the student's Western Australian Statement of Student Achievement (WASSA) and the student will not receive a report for the ATAR course. For details on the processes to be followed connected with absence and misadventure, refer to Section 4 of this handbook.

1.4. Prior to the session

In **Term 1, Week 2**, schools will ensure that staff information in the Authority's Student Information Records System (SIRS) (<https://sirs.scsa.wa.edu.au/sirs>) is accurate in relation to Physical Education Studies ATAR Year 12 course contact details.

In **Term 1, Week 3**, the Authority will confirm with the school's nominated Physical Education Studies ATAR Year 12 course contact that all details recorded by the school in SIRS are correct. This communication will also require the contact to indicate to the Authority details of any significant school event/s occurring in Term 3 likely to impact the administration of the SPEA.

In **Term 1, Week 5**, the Authority will make available a report containing Physical Education Studies ATAR Year 12 course enrolment data in which schools will indicate:

- the selected sport to be assessed for each student
- the location of the sport/s to be externally assessed, if the school has arranged an alternate venue to be used; where a school has applied to the Authority for an alternative venue enter 'Authority' for location
- any elite performers for the sport/s selected
- the details of the teacher for each student, including TRBWA registration number, Family name and Given name (as per TRBWA registration)
- other details as required.

In **Term 1, Week 6**, schools are to return the completed report to the Authority.

In **Term 1, Week 8**, the Authority will make available via a confirmation report containing the location, selected sport/s and Western Australian student number (WASN) of each student and the teacher/s involved in the administration of the SPEA.

By no later than **Term 1, Week 8** the Authority, via its website, will make available:

- a sample marks collection form

- support materials and marking keys for each of the ten (10) sports prescribed in the syllabus.

The school has until **Term 1, Week 10** to notify the Authority of any changes to the location or selected sport/s for the SPEA.

In **Term 2, Week 6** the Authority will communicate to schools the timetable (location/date/time) for the SPEA session/s. Sessions may not be aligned with the school's class times for the Physical Education Studies ATAR Year 12 course. Schools will be required to arrange for students and teachers to be available at the required day/time, as specified in the schedule provided.

In **Term 3, Week 2** schools will receive a marks collection form from the Authority that will be pre-populated with the WASN and teacher name based on the sport to be externally assessed. The school must ensure that the data is correct, including:

- selected sport/s
- WASN
- details of the teacher/s
- other details as required.

Prior to the SPEA session, the class teacher must ensure all requirements are met as specified in the support material for the sport published on the Authority website, including:

- the minimum number of students are available
- required equipment/resources are prepared (e.g. nets are at correct height; fields have appropriate markings; ball/s are of appropriate type, size and condition)
- a suitable umpire/referee is made available during the assessment.

As a school-based assessment, the school must ensure all occupational health and safety (OHS) requirements are in place prior to the session, including:

- appropriate first aid equipment, such as first aid kits and defibrillator, is available
- appropriate number of first aid trained personnel are available
- playing surface/ground is inspected and determined to be of an appropriate standard.

In **Term 3**, the SPEA will be conducted between **Weeks 2 and 8** based upon the timetable provided by the Authority.

1.5. On the day of the session

The teacher must ensure that all details on the marks collection form are correct, and sufficient forms are printed for use by the teacher and the external assessor.

Each teacher of the sport being assessed through the SPEA must ensure that students are:

- prepared for physical activity (including having completed a warmup) and ready for the indicated commencement time
- organised into teams which may be adjusted to account for skill levels or to provide all students with the opportunity to demonstrate their ability.

The external assessor will arrive at least 30 minutes before the scheduled start time of the SPEA to meet with the class teacher and prepare for the assessment. The class teacher will be required to be available to discuss procedures with the external assessor.

The external assessor will check that all requirements have been addressed. External assessors will not be responsible for the supervision of students.

For the SPEA sport/s, students will participate in a series of competitive games. The length of each group's session will be up to 45 minutes and determined by the sport, as indicated in the Authority's support material, and may be adjusted to allow for a fair and valid assessment of each student.

Note: specialist instructors must declare any conflict of interest and may not be present during the SPEA session unless they are employed by the school solely as a referee/umpire or by the Authority as an external assessor.

1.6. Students with disabilities

For students who are identified as having a disability that does not prevent them from participating in the SPEA, the school may wish to submit to the Authority an *Application for Special Examination Arrangements* such that appropriate adjustments may be made to the SPEA by the Authority for the student if the application is approved. Approved adjustments to the SPEA will be communicated to the external assessor and the teacher of the sport/s. The adjusted SPEA will be conducted at the same time as the assessment for students who do not have adjustments.

2. Sport assessment options

2.1. If one sport is studied for the whole year

The teacher may choose one sport to be assessed in **Term 3, Weeks 2 to 8** during the SPEA session. This assessment will be allocated 100% of the total school-based practical mark as represented in Figure 1.

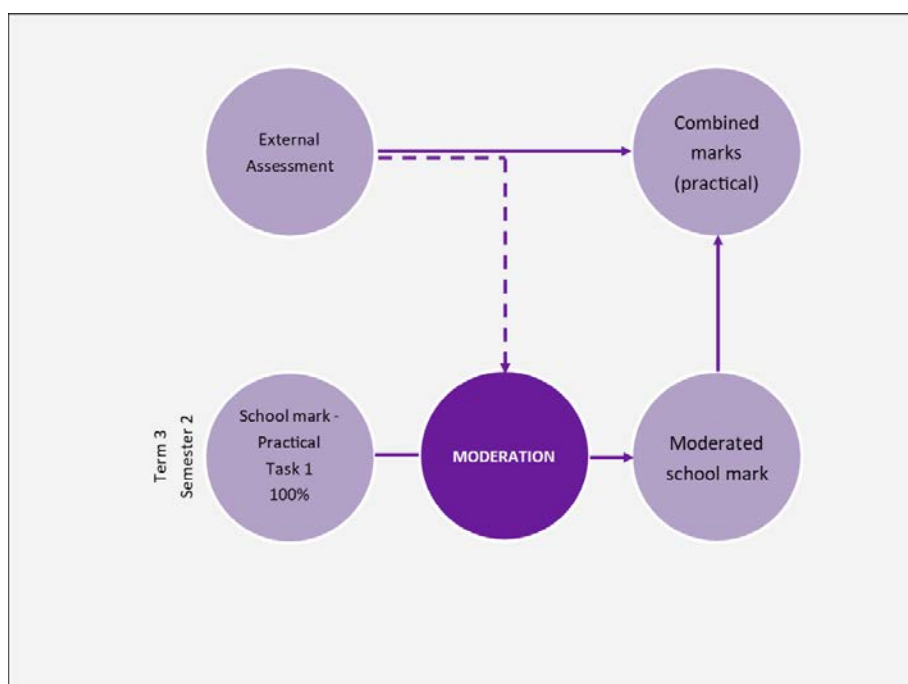


Figure 1: Marks adjustment process – one sport is studied

2.2. If two sports are studied over the whole year

If two sports are studied, the teacher may choose two practical assessments that will require:

- the first assessment to be conducted in Semester One based on the first sport selected
 - this will be allocated 20–40% of the total school-based practical mark
- the second assessment (the SPEA session) will be conducted in **Term 3, between Weeks 2 and 8**, based on the second sport selected
 - this will be allocated 60–80% of the total school-based practical mark.

The marks will be calculated as shown in Figure 2.

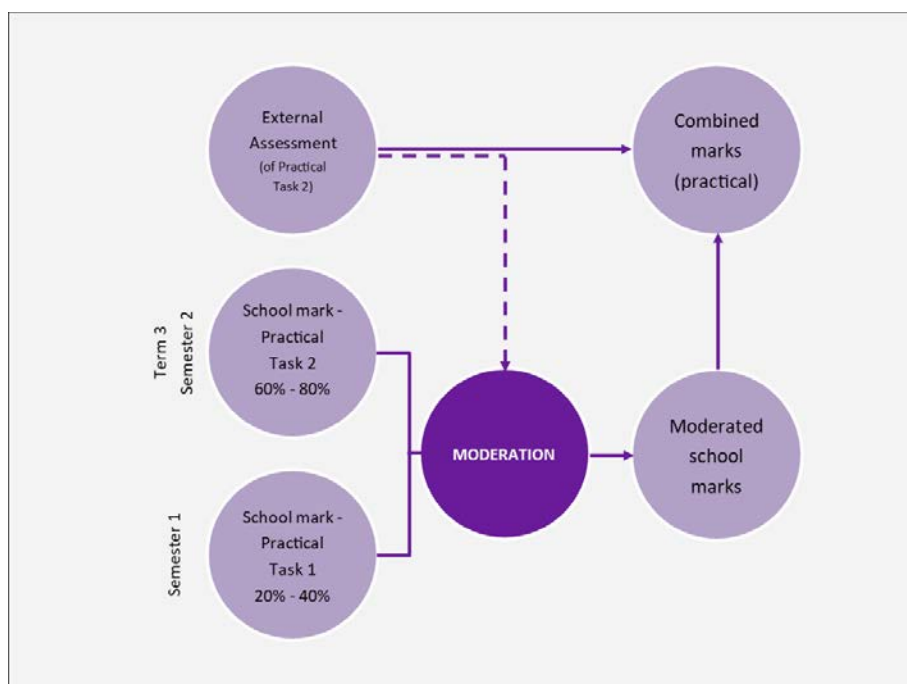


Figure 2: Marks adjustment process – two sports are studied

3. The method of assessment

Each student will be marked based on the SPEA marking key. The marking key consists of two sections with each section comprising of two parts:

- Section 1: Skill execution (weighted 35%)
 - Proficiency
 - Application
- Section 2: Tactical application (weighted 65%)
 - Offence
 - Defence.

The external assessor and class teacher will independently assess student performance in accordance with the marking key and support material provided by the Authority.

The teacher will record the students' marks during the SPEA into the marks collection form provided by the Authority without consulting the external assessor. The submission of teacher marks to the Authority will occur using both of the following processes:

- criteria-based SPEA marks recorded during the assessment will be uploaded to the Authority using a process communicated to the Physical Education Studies ATAR Year 12 course contact in Term 2 2025
- SPEA marks will be combined with the total course unit practical mark uploaded to SIRS as part of the RSCOS file.

3.1. Reporting on the SPEA

Teachers will have access to reporting regarding the SPEA at the time that statistical reports are made available to schools for Year 12 ATAR courses.

4. Students not completing the assessment

4.1. Physical Education Studies: School-based Practical External Assessment Application for Approved Absence

Student performance in the SPEA may be affected by a temporary sickness, non-permanent disability or unforeseen misadventure immediately before or during the examination period, including a severe injury sustained after the start of Term 3 and existing during the SPEA. In these circumstances, if a student does not have an approved *Physical Education Studies: School-based Practical External Assessment Application for Approved Absence*, the combined mark (practical) will not be calculated. This means the pair of units being completed in that year will not contribute towards the WACE achievement requirements. A course mark or grade will not be recorded on the student's WASSA and the student will not receive a report for that ATAR course.

The Authority will endeavour to review and communicate outcomes of each *Physical Education Studies: School-based Practical External Assessment Application for Approved Absence* submitted by a student on a fortnightly basis. Where a student has an approved *Physical Education Studies: School-based Practical External Assessment Application for Approved Absence* and there is sufficient time, the Authority will attempt to reschedule the SPEA in consultation with the school at a later date in Term 3. The scheduled dates for submission of applications and intended notification of outcome will be communicated to schools by the Authority at the commencement of Term 2 2025. Application forms will be available on the course page of the Authority website.

4.2. Students with long-term injuries or significant impairment

Students who are identified as having a long-term injury or significant impairment that prevents them from participating in the SPEA, will be provided with an alternative assessment task developed by the Authority that conforms with the assessment requirements of the course.

The alternative assessment task will be administered following the SPEA session, so that the marks attained by students who are provided with the alternate task can be submitted to the Authority together with the marks for the remainder of the class. Both the teacher and external assessor will be involved in the administration of the alternative assessment. The school must allow for the availability of the student/s and teacher/s for the alternative assessment.

A student can inform the Authority about a long-term injury or significant impairment they have using the *Physical Education Studies: School-based Practical External Assessment Application for*

Alternative Assessment. The scheduled dates for submission of applications and intended notification of outcome will be communicated to schools by the Authority at the commencement of Term 2 2025. Application forms will be available on the course page of the Authority website.

4.3. Significant events

A significant event is one that prevents the SPEA from being conducted/assessed at the designated date/time and includes:

- severe/dangerous weather events (e.g. lightning)
- unsuitable playing surface (e.g. flooded ground)
- non-compliance with relevant OHS requirements
- external assessor is unavailable.

A school must inform the Authority's Manager, Examination Logistics as soon as possible of any significant event that has impacted the school or its students at spea@scsa.wa.edu.au or on 08 9273 6309. When responding to a significant event, the Authority will work with the Physical Education Studies ATAR Year 12 course contact to reschedule the school's SPEA session/s.

If the school's SPEA session/s cannot be rescheduled, the teacher is to conduct the school-based practical external assessment without the external assessor and submit each student's marks to the Authority.

4.4. School-based practical assessment and absence

Following the SPEA session, teachers must follow up with absent students to establish the reason for their absence, if this was not communicated prior to or during the scheduled assessment. The school's senior secondary assessment policy will generally determine the process to be followed for missed school-based assessments. However, for the Physical Education Studies ATAR Year 12 course schools must accommodate the following with respect to the SPEA based on the number of sports a student is studying.

One sport

- *Physical Education Studies: School-based Practical External Assessment Application for Approved Absence* is **approved**:
 - the Authority will work with the school to reschedule the SPEA
 - if there is insufficient time or capacity to reschedule the SPEA, the school must still complete the assessment. The Authority will consider the school-based practical assessment mark to determine the combined mark (practical).
- *Physical Education Studies: School-based Practical External Assessment Application for Approved Absence* is **not approved**:
 - the combined mark (practical) will not be calculated.

Two sports

- *Physical Education Studies: School-based Practical External Assessment Application for Approved Absence* is **approved**:
 - the Authority will work with the school to reschedule the SPEA for sport 2

- if there is insufficient time or capacity to reschedule the SPEA, the school must still complete the assessment. The Authority will consider the school-based practical assessment mark (based on sport 1 and sport 2) to determine the combined mark (practical).
- *Physical Education Studies: School-based Practical External Assessment Application for Approved Absence* is **not approved**:
 - the combined mark (practical) will not be calculated.

5. Timeline

Term	Week	Task
Term 1	Week 2	The school ensures that the Physical Education Studies ATAR Year 12 course contact information in SIRS is correct.
	Week 3	The Authority confirms with the Physical Education Studies ATAR Year 12 course contact that all details recorded by the school in SIRS are correct. The school provides the Authority with details of significant school event/s that are to occur in Term 3 and are likely to impact the SPEA.
	Week 5	The Authority provides the Physical Education Studies ATAR Year 12 course contact with a report containing Physical Education Studies ATAR Year 12 course enrolments and requires the school to indicate: <ul style="list-style-type: none"> • the location of the sport/s to be externally assessed • the selected sport/s to be assessed for each student • details of teachers • any elite performers for the sport/s selected.
	Week 6	The school returns the completed report to the Authority.
	Week 8	The Authority provides schools with confirmation of the location, selected sport/s and WASN of each student. The Authority's support materials and marking keys for each of the ten (10) sports available on the Physical Education Studies ATAR course page of the Authority website.
	Week 10	Last date for schools to make changes to confirmed selections for the SPEA. Last date for schools to apply for an Authority-administered or a collaborative SPEA.
Term 2	Week 6	The Authority sends timetable to schools for the SPEA.
Term 3	Week 1	Last date for students to withdraw from the Physical Education Studies ATAR Year 12 course without penalty for non-completion.
	Week 2	Marks collection forms available to schools.
	Weeks 2–8	SPEA conducted.
January	TBC	The Authority provides feedback to teachers. Statistical reports are made available to schools for Year 12 ATAR courses.