

SACE Subject Renewal Principles

The SACE subject renewal process is guided by the following principles:

- Quality learning
- Engagement
- Innovation
- Quality assessment
- Manageability

Quality Learning

Worthwhile learning that is relevant and contemporary, and enables students to learn in contexts that are of interest to them. Quality learning connects subject knowledge with current social, economic and environmental issues, and global perspectives in meaningful ways. It provides opportunities for students to develop higher order thinking skills, including analysis, synthesis and evaluation that enable them to adapt and apply learning across subjects and in future pathways.

Engagement

Subjects are developed in flexible and responsive ways to accommodate the diversity of learners and the different learning styles of students in productive and interesting ways. This will support students to personalise their learning, and develop their knowledge and skills expertise in ways that reflect the diversity in their life experiences and cultures. Through the capabilities, students develop knowledge, skills and understanding for success in the SACE and future pathways.

Innovation

Students develop critical, creative and innovative thinking skills for learning at school, and in training and work. Students learn to research and evaluate information in coherent ways, and to use this information to build knowledge and generate ideas in innovative ways. Students identify problems or needs, then work collaboratively to create an innovative solution. Students learn with and through technology, using it as a source to access information and as a learning tool, and to show evidence of their learning.

Quality Assessment

Quality assessment includes school and external assessment that is fit for purpose, where assessment design leads to assessments that are valid, reliable and fair. It assesses knowledge, skills and capabilities in the context of student learning in a subject. Assessment that is valid and reliable generates evidence that reflects the importance of the SACE capabilities, knowledge expertise, and relevant and transferrable skills. Quality assessment values diversity of assessment types and formats, within and across subjects, and assessment that is meaningful to learning. In the case of examinations, careful design ensures that questions assess what the learning is in a subject. This makes certain that knowledge, skills, understanding and, capabilities are assessed in ways relevant and appropriate to the subject context.

Manageability

Manageability of assessment ensures student workload in learning and assessment is accessible and achievable across subjects. It values time for students to engage in deep learning, develop and apply their capabilities, and provide evidence of their engagement in ways that connect to their learning. Assessment is manageable in a variety of formats, including digital, online and electronic environments, and schools have the capacity to process students' evidence of learning.

Stage 1

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Physical Education. In this subject, students are expected to:

1. apply knowledge and understanding of movement concepts and strategies in physical activity
2. reflect on movement concepts and strategies in physical activity
3. apply communication and collaborative skills in physical activity contexts
4. explore and analyse evidence related to physical activity
5. reflect on ways to improve participation and/or performance in physical activity
6. communicate using subject specific terminology in a variety of modes.

Stage 1 Assessment Design Criteria and Specific Features

Application and Communication

The specific features are as follows:

AC1 Application of knowledge and understanding of movement concepts and strategies.

AC2 Application of communication and collaborative skills.

AC3 Communication using subject-specific terminology.

Exploration, Analysis and Reflection

The specific features are as follows:

EAR1 Exploration and analysis of evidence relating to physical activity.

EAR2 Reflection on movement concepts and strategies.

EAR3 Reflection on ways to improve participation and /or performance.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Stage 1 Content is divided into Focus Areas

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop.

Learning is delivered through an *integrated approach* in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, fitness and recreational activities).

Performance Standards for Stage 1 Physical Education

	Application and Communication	Exploration, Analysis, and Reflection
A	<p>Astute and highly effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Focused and sustained application of communication and collaborative skills.</p> <p>Highly effective communication using accurate subject-specific terminology.</p>	<p>Focused exploration and in-depth analysis of evidence relating to physical activity.</p> <p>Insightful reflection on movement concepts and strategies.</p> <p>Insightful reflection on ways to improve participation and/or performance.</p>
B	<p>Effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Mostly thorough and sustained application of communication and collaborative skills.</p> <p>Effective communication using accurate subject-specific terminology.</p>	<p>Thorough exploration and some depth of analysis of evidence relating to physical activity.</p> <p>Reflection on movement concepts and strategies with some insights.</p> <p>Well-considered reflection on ways to improve participation and/or performance.</p>
C	<p>Generally effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Competent application of communication and collaborative skills.</p> <p>Generally effective communication using subject-specific terminology with some accuracy.</p>	<p>Generally competent exploration and analysis of evidence relating to physical activity.</p> <p>Reflection on movement concepts and strategies.</p> <p>Considered reflection on ways to improve participation and/or performance.</p>
D	<p>Some application of knowledge and understanding of movement concepts and strategies.</p> <p>Some application of communication and collaborative skills.</p> <p>Some communication using subject-specific terminology.</p>	<p>Some exploration and analysis of evidence relating to physical activity.</p> <p>Some reflection on movement concepts and strategies.</p> <p>Some reflection on ways to improve participation and/or performance.</p>
E	<p>Attempted application of knowledge and understanding of movement concepts and strategies.</p> <p>Attempted application of communication and/or collaborative skills.</p> <p>Attempted communication with limited use of subject-specific terminology.</p>	<p>Attempted exploration and analysis of evidence relating to physical activity.</p> <p>Attempted reflection on movement concepts and strategies.</p> <p>Attempted reflection on ways to improve participation and/or performance.</p>

Stage 1 Programming

Programs for a 10-credit and 20-credit subject comprise of a *selection of key ideas from all three focus areas*.

Focus areas can be studied in their entirety or in part, taking into account student interests, and preparation for pathways into the future study of physical education.

The key ideas selected can be sequenced and structured to suit individual cohorts of students.

Focus area 1: In movement	Focus area 2: Through movement	Focus area 3: About movement
<ul style="list-style-type: none"> • Application of skill-acquisition concepts for improvement • Analysis of movement concepts and strategies • Application of energy sources affecting physical performance • Application of the effects of training on physical performance 	<ul style="list-style-type: none"> • Physiological barriers and enablers to participation • Social strategies to manipulate equity in participation • Personal influences on participation • Social Psychology 	<ul style="list-style-type: none"> • The body's response to physical activity • The effect of training on the body • Learning and refining skills

Stage 1 Assessment Overview from 2019

	Assessment Type 1: Performance Improvement	Assessment Type 2: Physical Activity Investigation
<p>10-credit</p> <ul style="list-style-type: none"> • three assessments • each assessment type should have a weighting of at least 20%. 	<p>Students undertake at least one <i>performance improvement</i> task.</p> <ul style="list-style-type: none"> • the evidence for one performance improvement task should be a maximum of 6 minutes for an oral or multimodal presentation, or a maximum of 1000 words • the combined evidence for two performance improvement tasks should be a maximum of 12 minutes for an oral or multimodal presentation, or a maximum of 2000 words. 	<p>Students undertake at least one <i>physical activity investigation</i>.</p> <ul style="list-style-type: none"> • the evidence for one physical activity investigation should be a maximum of 6 minutes for an oral or multimodal presentation, or a maximum of 1000 words • the combined evidence for two physical activity investigations should be a maximum of 12 minutes for an oral or multimodal presentation, or a maximum of 2000 words.
<p>20-credit</p> <ul style="list-style-type: none"> • five assessments • each assessment type should have a weighting of at least 20%. 	<p>Students undertake three <i>performance improvement</i> tasks.</p> <ul style="list-style-type: none"> • the combined evidence for three performance improvement tasks should be a maximum of 18 minutes for an oral or multimodal presentation, or a maximum of 3000 words. 	<p>Students undertake two <i>physical activity investigations</i>.</p> <ul style="list-style-type: none"> • the combined evidence for two physical activity investigations should be a maximum of 12 minutes for an oral or multimodal presentation, or a maximum of 2000 words.

DESIGNING DATA COLLECTION TOOLS

STAGE 1/2 PHYSICAL EDUCATION INVASION GAMES – SELF-ASSESSMENT DATA COLLECTION TOOL

Name of Player:

Game:Date:.....Length of Game:

Offence	Number of times identified	Total
<p>Effective Decision Making</p> <ul style="list-style-type: none"> Received Balls – involvement of the player in team play (availability, accessibility to receive a pass). Offensive Balls - correct passing option chosen i.e. to someone in space, on move and/or has advantage over opponent. Successful Shots - shot on goal taken at the correct time i.e. has time and space, not under excessive pressure, doesn't have others in better positions. 		
<p>Effective Motor Response</p> <ul style="list-style-type: none"> Proficiency in the execution and adaptability of a variety of key movement(s) necessary to the game i.e. movements/actions demonstrate efficiency in fluency, power, finesse and deception Proficiency in recovering to a 'base' offensive position in anticipation of next phase of play 		
<p>Effective Support Provided</p> <ul style="list-style-type: none"> Effective movement off the ball to receive implement/object i.e. in a good position to receive/be a part of the play (availability/accessibility to receive pass) 		
Defence	Number of times identified	Total
<p>Effective Decision Making</p> <ul style="list-style-type: none"> Conquered Balls – <ul style="list-style-type: none"> is able to intercept a pass creates a turnover by applying defensive pressure – i.e. creates 'lost balls' for opposition effective guarding of a player who has possession i.e. defender remains 'goal side' effective support and/or cover of teammates i.e. can help to 'cover' or back up a team mate when defending. 		
<p>Effective Motor Response</p> <ul style="list-style-type: none"> Effective movement in delaying movement of opposition i.e. can guard/defend space. Effective movement in playing 1v1 i.e. staying goal side, arms up to making passing difficult. Proficiency in recovering to a 'base' defensive position in anticipation of next phase of play. 		
General	Number of times identified	Total
<p>Volume of play – General contribution to play</p> <ul style="list-style-type: none"> Proficiency in initiating the play (rather than being reactive). Proficiency in maintaining fitness to continue to play at optimal level. Proficiency in maintaining concentration, even in the face of fatigue. 		
<p>Communication & Collaboration</p> <ul style="list-style-type: none"> Proficiency in the use of instructional communication to assist teammates. Proficiency in the use of encouraging/supportive communication to assist teammates. Proficiency in demonstrating respect towards the etiquette of the game and it's officials. 		

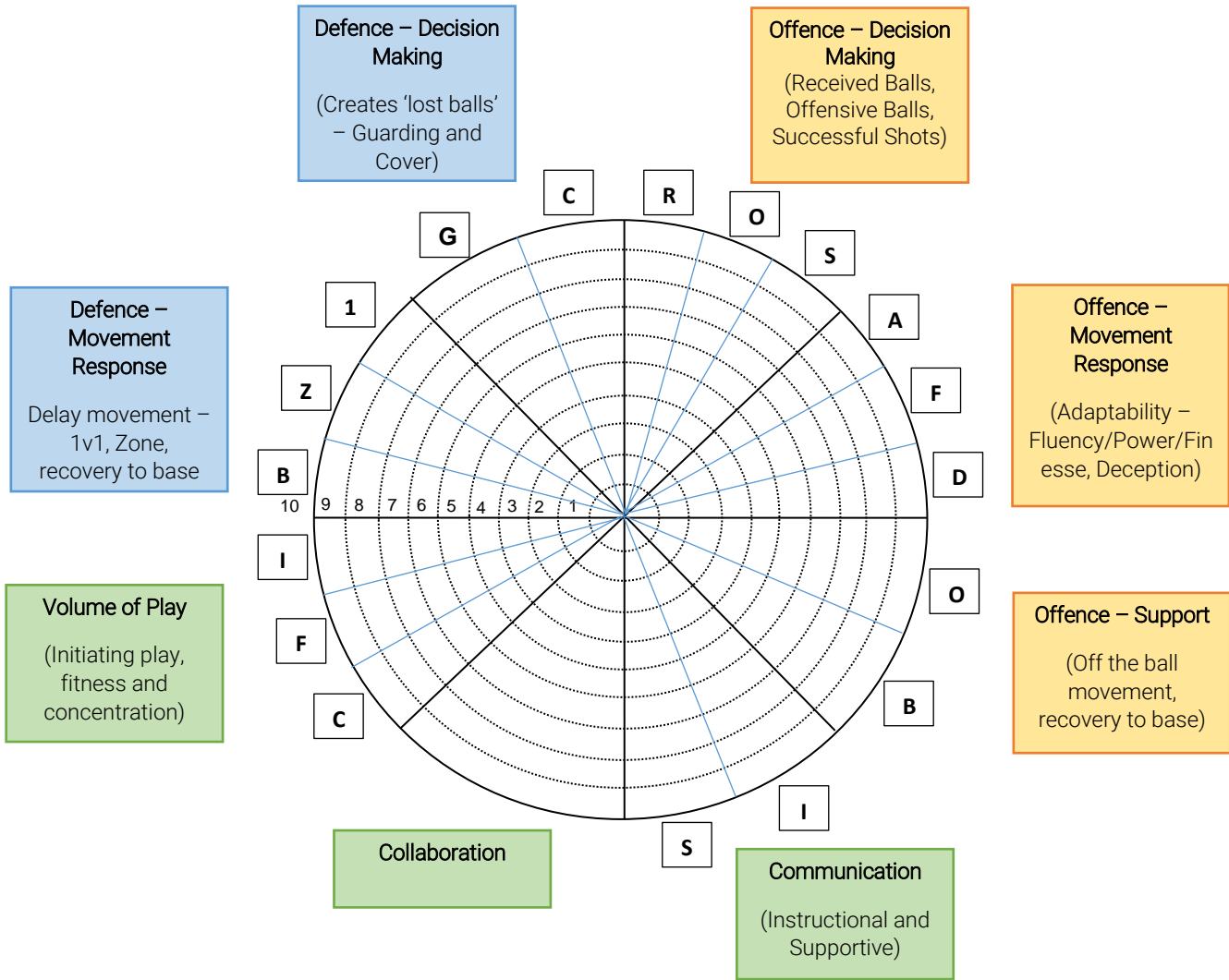
KEY

I = Criteria effectively/appropriately performed

X = Criteria not executed effectively and/or room for improvement

FEEDBACK	STRENGTHS	AREAS TO DEVELOP FURTHER

PHYSICAL EDUCATION – SELF ASSESSMENT WHEEL



TECHNOLOGY AND DATA COLLECTION IDEAS NOTES PAGE

TASK IDEAS – NOTES PAGE

Pre-approved Learning and Assessment Plan (1)

Stage 1 Physical Education

Pre-approved learning and assessment plans are for *school use only*.

- Teachers may make changes to the plan, retaining alignment with the subject outline.
- The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
- The plan does not need to be submitted to the SACE Board for approval.

School _____ Teacher(s) _____

SACE school code			Year		Enrolment code				Program variant code (A-W)
					Stage	Subject code			
			1	P	H	D		10	

Addendum – changes made to the pre-approved learning and assessment plan

Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:

- what changes have been made to the plan
- the rationale for making the changes
- whether these changes have been made for all students, or for individuals within the student group.

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

Signature of principal or delegate _____ Date _____

Assessment overview

Stage 1 Physical Education (10-credit)

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Performance Improvement – weighting 40%

Assessment details	Assessment design criteria		Assessment conditions (e.g. task type, word length, time allocated, supervision)
	AC	EAR	
<p>Touch – Physiology and improvement</p> <p>For the sport of Touch students collect and measure personal and team game and fitness data to investigate the demands of the sport.</p> <p>Part A: Using the knowledge they have developed about the demands of Touch football, the data they have collected and other relevant resources students analyse their personal physiological suitability for playing Touch.</p> <p>Part B: Students identify a training session that they participated in during their Touch unit and justify how it was suitable for improving their own performance in Touch.</p>	1, 3	1, 3	<p>The evidence response should be up to a maximum of 6 minutes for an oral or multi-modal presentation.</p> <p>If the response is written then it should be up to a maximum of 1000 words.</p> <p>APPENDIX – submitted with the response</p> <p>A folio of evidence is collected, including data, references to resources used and an outline of the touch training session analysed in Part B.</p>

Assessment Type 2: Physical Activity Investigation – weighting 60%

Assessment details	Assessment design criteria		Assessment conditions (e.g. task type, word length, time allocated, supervision)
	AC	EAR	
<p>Touch – Accessibility and suitability</p> <p>Part 1: Students investigate the accessibility and suitability of Touch as a sport in comparison to other more popular invasion sports, with a focus on one of the following:</p> <ul style="list-style-type: none"> • Touch as an assessed unit in senior PE • Touch as a recreational sporting activity • Touch as a means of maintaining fitness. <p>Part 2: Students then consider the suitability and accessibility of Touch in supporting the goal of lifelong participation in physical activity.</p>	1, 2, 3	1, 2	<p>The response should be up to a maximum of 6 minutes for an oral or multi-modal presentation. For a written response the evidence should be up to a maximum of 1000 words.</p> <p>APPENDIX: submitted with the response</p> <p>A folio of evidence is maintained that includes evidence that has informed the response, and a resource reference list.</p>
<p>Korfball - Inclusivity</p> <p>Students prepare a screencast advocating for the sport of Korfball to be offered in Sports programs in schools, based on the argument that 'Korfball is truly inclusive'. The audience for the screencast are Sports Coordinators and relevant associations providing sporting programs for schools.</p>	1, 3	1, 2, 3	<p>The response for this task is to be presented as a screencast of up to a maximum length of 6 minutes.</p>

Three assessments. Please refer to the Stage 1 and Stage 2 Physical Education subject outline for teaching at Stage 1 from 2019.

Stage 1 Physical Education

Task 1

Assessment Type 2 – Physical Activity Investigation

Movement/Sport/Activity: TOUCH

Task description:

South Australia has a rich sporting history. However, the sport of Touch is considered to be a 'minor' sport played within the state when compared to AFL, Soccer and Netball. Your task is to investigate the following 2 questions:

1. How accessible and suitable is Touch to play as:
 - *an assessed unit in senior Physical Education,*
 - *as a recreational sporting activity,*
 - *as a means of maintaining fitness,*compared to other, more popular invasion sports?

Note: Select only one of the options to respond to for Question 1.

2. How accessible and suitable is the sport of Touch for supporting the goal of lifelong participation in physical activity of school graduates?

Within your reflection and analysis of Touch, you may wish to make reference (including the use of data) to:

- Social, personal, cultural and environmental enablers and/or barriers to the sport
- Physiological factors that may affect participation and inclusion
- Psychological/skill acquisition factors that may affect participation and inclusion.

Response requirements:

The evidence presented in your response should be up to a maximum of 6 minutes for an oral or multi-modal presentation. For a written response the evidence presented should be up to a maximum of 1000 words.

You are required to maintain a folio of evidence and resource references that have informed your response. This collection of evidence and the resource reference list are included in an APPENDIX and submitted with the response.

Specific features addressed (IN BOLD):

AC1 Application of knowledge and understanding of movement concepts and strategies

AC2 Application of communication and collaborative skills

AC3 Communication using subject-specific terminology

EAR1 Exploration and analysis of evidence relating to physical activity

EAR2 Reflection on movement concepts and strategies

EAR3 Reflection on ways to improve participation and /or performance.

Movement Concepts/Strategies Focus:

Relationships (Human & Environmental)

Movement Quality (How the body can move)

Stage 1 Physical Education Performance Standards

	Application and Communication	Exploration, Analysis, and Reflection
A	<p>Astute and highly effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Focused and sustained application of communication and collaborative skills.</p> <p>Highly effective communication using accurate subject-specific terminology.</p>	<p>Focused exploration and in-depth analysis of evidence relating to physical activity.</p> <p>Insightful reflection on movement concepts and strategies.</p> <p>Insightful reflection on ways to improve participation and/or performance.</p>
B	<p>Effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Mostly focused and sustained application of communication and collaborative skills.</p> <p>Effective communication using accurate subject-specific terminology.</p>	<p>Thorough exploration and some depth of analysis of evidence relating to physical activity.</p> <p>Reflection on movement concepts and strategies with some insights.</p> <p>Well-considered reflection on ways to improve participation and/or performance.</p>
C	<p>Generally effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Competent application of communication and collaborative skills.</p> <p>Generally effective communication using subject-specific terminology with some accuracy.</p>	<p>Generally competent exploration and analysis of evidence relating to physical activity.</p> <p>Reflection on movement concepts and strategies.</p> <p>Considered reflection on ways to improve participation and/or performance.</p>
D	<p>Some application of knowledge and understanding of movement concepts and strategies.</p> <p>Some application of communication and collaborative skills.</p> <p>Some communication using subject-specific terminology.</p>	<p>Some exploration and analysis of evidence relating to physical activity.</p> <p>Some reflection on movement concepts and strategies.</p> <p>Some reflection on ways to improve participation and/or performance.</p>
E	<p>Attempted application of knowledge and understanding of movement concepts and strategies.</p> <p>Attempted application of communication and/or collaborative skills.</p> <p>Attempted communication with limited use of subject-specific terminology.</p>	<p>Attempted exploration and analysis of evidence relating to physical activity.</p> <p>Attempted reflection on movement concepts and strategies.</p> <p>Attempted reflection on ways to improve participation and/or performance.</p>

Lessons	Inquiry Questions	Focus Area Considerations	Mode of Delivery
	<p>How well prepared is my class to successfully learn and play Touch? What has influenced this?</p> <ul style="list-style-type: none"> - What previous experiences will assist or hinder our success? - What attitudes do we hold toward Touch? - How will these factors influence our motivation? 	<p>In movement:</p> <ul style="list-style-type: none"> - Movement concepts & strategies – familiar or unfamiliar aspects of Touch <p>Through movement:</p> <ul style="list-style-type: none"> - Physiological barriers & enablers to participation – age, gender, body composition, fitness levels (<i>revision of fitness components from year 10</i>) - Personal influences on participation (<i>can link in Skill Acquisition – factors affecting learning: previous experience, family influence, gender differences, stereotypes, accessibility and resources</i>) - Cultural influences on participation (Figueroa’s Framework; Australian sporting culture - Eastern states v SA; Historical perspective on game and its origins in Aust.; Sporting culture and influences in SA) 	<p>In movement:</p> <ul style="list-style-type: none"> - Full game of Touch (for the experience - video) - Explore movement concepts around creating space in Touch through forward locomotion rather than through projectile motion: play 3v3 Soccer, Basketball and Touch - Transfer of AFL playing principles: ‘play on’, ‘breaking the line’, ‘support the ball carrier’ to Touch principles of play. <p>Through movement:</p> <ul style="list-style-type: none"> - Survey/questionnaire of class after: <ul style="list-style-type: none"> - Watching skilled game of Touch - Playing full game in lesson. <p>About movement:</p> <ul style="list-style-type: none"> - Link to a class in QLD? – Skype or video conference.
	<p>How can we manipulate our learning environment to achieve the best outcomes for our class in Touch?</p> <ul style="list-style-type: none"> - What do we need to understand about Touch? - What do we need to understand about the students in this class? - What are going to be the main issues that hinder our ability to be successful Touch players? 	<p>About movement:</p> <ul style="list-style-type: none"> - Learning and refining skills – what does skilled performance in touch look like; factors affecting skill learning; stages of skill learning - Relationship between practice & performance (‘learning’) <p>Through movement:</p> <ul style="list-style-type: none"> - Social strategies to manipulate equity in participation – team selection within the class; modification of the environment; environmental, task & individual constraints – how can we motivate & enhance the overall success of the class by manipulating these factors? <p>In movement:</p> <ul style="list-style-type: none"> - Applying skill acquisition concepts for improvement – processes to improve skill learning - skill transferability (positive and negative); previous experience; long term memory – role of affordances; role of feedback 	<p>About movement:</p> <ul style="list-style-type: none"> - Screencast of skill acquisition concepts <p>Through movement:</p> <ul style="list-style-type: none"> - Team selection discussion – teams to be set for the remainder of Touch in 11PE - Explore different environmental modifications – student-led (experienced players as ‘coach’), teacher-directed, practice in teams, practice as combined teams, small-sided, field size; rule modifications <p>In movement:</p> <ul style="list-style-type: none"> - (Individual) Roll ball execution – data collection using pre-test in a game and post-test of practicing the skill – performance of individuals compared to their previous experience in sports - (Team)Defensive strategies: developing team skilfulness; communication requirements; defending as a line v shooter v odds & evens v line defence

Investigation break to conduct Improvement Analysis through Physical Fitness Laboratories with specific relevance to Touch (see Assessment Task 2)		
<p>How will my participation in Touch during Senior PE enable/support my involvement in lifelong physical activity?</p> <ul style="list-style-type: none"> - How does Touch compare to other sports that are accessible to me? - What are going to be the main influences on my participation in physical activity? - What does Touch offer in the way of accessibility and inclusion that gives it an advantage over other sports? 	<p>Through movement:</p> <ul style="list-style-type: none"> - Physiological barriers & enablers to participation – how can involvement in Touch serve my fitness needs; perception of my ability in Touch - Personal influences on participation – explore the accessibility of Touch for young adults in SA and for students of this demographic; having gained experience in Touch now, how does that influence future involvement? Motivation to continue playing – links to other sports I play or am interested in playing - Cultural influences on participation – link back to first inquiry question; what advantages does playing Touch have for cultural values (team sizes, resource needs, costs) 	<p>In movement:</p> <ul style="list-style-type: none"> - Game analysis – compare physiological enablers/barriers and movement concepts/strategies with those of other sports (specifically the ones that have links to our school community) – what makes Touch suitable or not for participation after school? <p>Through movement:</p> <ul style="list-style-type: none"> - observe/play in a Touch competition (weeknight social competition or Sat morning school comp). <p>About movement:</p> <ul style="list-style-type: none"> - interview old scholars playing Touch - interview old scholars who did Senior PE but are not playing Touch after school - interview past students – Football, Soccer, Netball clubs - investigate various Touch competitions in SA: costs, accessibility, locations.

Stage 1 Physical Education

Task 2

Assessment Type 1 – Performance Improvement

Movement/Sport/Activity: TOUCH

Task Description:

Throughout the Touch unit you collect, measure and analyse game and fitness data to better understand the demands of the sport and *your* proficiency in playing it.

Using the data you have collected, and any other relevant resources:

PART A: Analyse *your* physiological suitability for playing Touch

You may wish to make reference to:

- physiological demands of playing Touch (energy systems, fitness components)
- positional play and use of substitutions
- *your* physiological strengths for playing Touch
- *your* physiological weakness for playing Touch.

PART B: Justify how a training session that you have participated in during Touch lessons was suitable for improving *your* performance in Touch.

The Response:

The evidence presented in your response should be up to a maximum of 6 minutes for an oral or multi-modal presentation. If the response is written then it should be up to a maximum of 1000 words.

You are strongly encouraged to use visual information (video or photos) to support your response.

You are required to maintain a folio of evidence that has informed your response. This evidence includes a collection of data, references to resources and an outline of the Touch training session. This evidence is included as an APPENDIX and is submitted with the response.

Specific Features Addressed (IN BOLD):

AC1 Application of knowledge and understanding of movement concepts and strategies

AC2 Application of communication and collaborative skills

AC3 Communication using subject-specific terminology

EAR1 Exploration and analysis of evidence relating to physical activity

EAR2 Reflection on movement concepts and strategies

EAR3 Reflection on ways to improve participation and /or performance.

Movement Concepts/Strategies Focus:

Relationships (Human & Environmental)

Movement Quality (How the body can move)

Executing Movement & Making Decisions

Stage 1 Physical Education Performance Standards

	Application and Communication	Exploration, Analysis, and Reflection
A	<p>Astute and highly effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Focused and sustained application of communication and collaborative skills.</p> <p>Highly effective communication using accurate subject-specific terminology.</p>	<p>Focused exploration and in-depth analysis of evidence relating to physical activity.</p> <p>Insightful reflection on movement concepts and strategies.</p> <p>Insightful reflection on ways to improve participation and/or performance.</p>
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E	<p>Attempted application of knowledge and understanding of movement concepts and strategies.</p> <p>Attempted application of communication and/or collaborative skills.</p> <p>Attempted communication with limited use of subject-specific terminology.</p>	<p>Attempted exploration and analysis of evidence relating to physical activity.</p> <p>Attempted reflection on movement concepts and strategies.</p> <p>Attempted reflection on ways to improve participation and/or performance.</p>

Lessons	Inquiry Questions	Focus Area Considerations	Mode of Delivery
	<p>How does a player's fitness impact on their performance in a game?</p> <ul style="list-style-type: none"> - What are the physiological demands of playing Touch? - Are there differences between player positions? - What are my current fitness levels? - How are the performances of different students impacted by their different fitness levels? 	<p>In movement:</p> <ul style="list-style-type: none"> - Movement concepts and strategies – how can we collect data to determine a player's effectiveness in Touch? - Application of energy sources affecting physical performance – contribution of energy systems to Touch (Fuel for energy production; ATP re-synthesis) - Application of the effects of training on physical performance – analysis of the demands of Touch <p>Through movement:</p> <ul style="list-style-type: none"> - Physiological barriers and enablers to playing Touch – fitness levels <p>About movement:</p> <ul style="list-style-type: none"> - The body's response to physical activity – energy systems and fatigue, muscular-skeletal system, cardio-respiratory system - The effect of training on the body – fitness components and fitness testing – validity and reliability 	<p>In movement:</p> <ul style="list-style-type: none"> - Players rotate through positional play - Data collected on the duration/intensity of movement in different positions – HR monitors; perceived effort survey - Fitness testing: <i>Use QLD 'Step Forward' resource for tests</i> - Through movement: - Comparison of HR and perceived effort data - Analysis of on and off ball movement patterns <p>About movement:</p> <ul style="list-style-type: none"> - Screencasts – role of fitness testing, validity and reliability - Compare results against class average or standardised results - Analysis of individual fitness results relative to their Touch performance in games
	<p>How can I manipulate our team's playing strategies to make best use of our physiological profile?</p>	<p>In movement:</p> <ul style="list-style-type: none"> - Movement concepts and strategies – how can use data collected to inform team strategies for maximising movement concepts in Touch - Application of energy sources affecting physical performance – contribution of energy systems to Touch – <i>focus on interplay</i> <p>About movement:</p> <ul style="list-style-type: none"> - The body's response to physical activity – energy systems and fatigue – impact on substitutions and other strategies in Touch 	<p>In movement:</p> <ul style="list-style-type: none"> - Explore different playing positions and set-ups for the teams - Investigate and attempt different set plays based on the strengths of players in positions: i.e. full field attacking plays v ruck into line attack <p>Through movement:</p> <ul style="list-style-type: none"> - teams devise a game strategy for their play - include substitution times, player positions, any relevance to play tactics
	<p>How can I train to improve my performance in Touch?</p> <ul style="list-style-type: none"> - What areas of fitness should I focus most on improving to impact my Touch performance? - What is the best way of training these areas of fitness? 	<p>In movement:</p> <ul style="list-style-type: none"> - Application of the effects of training on physical performance - measurement and monitoring of fitness and energy components relevant to Touch <p>About movement:</p> <ul style="list-style-type: none"> - The body's response to physical activity – energy systems and fatigue - The effect of training on the body – training methods and principles; chronic adaptations 	<p>About movement:</p> <ul style="list-style-type: none"> - screencasts of training methods, principles and chronic adaptations - compare training sessions of elite players from different sports. <p>In movement:</p> <ul style="list-style-type: none"> - participate in different training sessions that focus on different training methods and principles (<i>these become the lessons that students can choose from for PART B</i>) - explore/experience components of training programs designed for Touch - analyse movement patterns and how they can be optimised – e.g. how re-alignment and receiving at pace assists in optimising power/acceleration.

Stage 1 Physical Education

Task 3

Assessment Type 2 – Physical Activity Investigation

Movement/Sport/Activity: **KORFBALL**

Task Description:

It has been argued that Korfball is the world's most inclusive sport.

One of the arguments for this is that proficiency can be achieved relatively quickly in Korfball in comparison to other 'more technical' sports.

Your task is to act as a representative of Korfball SA and advocate for Korfball to be offered in Sport programs in schools on the basis that 'Korfball is truly inclusive'.

The Response:

Your response is to be presented as a screencast of up to a maximum length of 6 minutes. The audience for your screencast are the Sport Coordinators and relevant associations providing sporting programs for schools.

Your screencast should include video evidence of performances in Korfball, both yours and those of other students', and also performances of elite players to justify your position. In your response you should make specific reference to:

- Skill Acquisition influences on attaining success in sport
- Movement concepts
- Social factors related to equity in participation

Specific Features Addressed (IN BOLD):

AC1 Application of knowledge and understanding of movement concepts and strategies

AC2 Application of communication and collaborative skills

AC3 Communication using subject-specific terminology

EAR1 Exploration and analysis of evidence relating to physical activity

EAR2 Reflection on movement concepts and strategies

EAR3 Reflection on ways to improve participation and /or performance.

Movement Concepts/Strategies Focus:

Relationships (Human and Environmental)

Movement Quality (How the body can move)

Executing Movement and Making Decisions

Stage 1 Physical Education Performance Standards

	Application and Communication	Exploration, Analysis, and Reflection
A	<p>Astute and highly effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Focused and sustained application of communication and collaborative skills.</p> <p>Highly effective communication using accurate subject-specific terminology.</p>	<p>Focused exploration and in-depth analysis of evidence relating to physical activity.</p> <p>Insightful reflection on movement concepts and strategies.</p> <p>Insightful reflection on ways to improve participation and/or performance.</p>
B	<p>Effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Mostly focused and sustained application of communication and collaborative skills.</p> <p>Effective communication using accurate subject-specific terminology.</p>	<p>Thorough exploration and some depth of analysis of evidence relating to physical activity.</p> <p>Reflection on movement concepts and strategies with some insights.</p> <p>Well-considered reflection on ways to improve participation and/or performance.</p>
C	<p>Generally effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Competent application of communication and collaborative skills.</p> <p>Generally effective communication using subject-specific terminology with some accuracy.</p>	<p>Generally competent exploration and analysis of evidence relating to physical activity.</p> <p>Reflection on movement concepts and strategies.</p> <p>Considered reflection on ways to improve participation and/or performance.</p>
D	<p>Some application of knowledge and understanding of movement concepts and strategies.</p> <p>Some application of communication and collaborative skills.</p> <p>Some communication using subject-specific terminology.</p>	<p>Some exploration and analysis of evidence relating to physical activity.</p> <p>Some reflection on movement concepts and strategies.</p> <p>Some reflection on ways to improve participation and/or performance.</p>
E	<p>Attempted application of knowledge and understanding of movement concepts and strategies.</p> <p>Attempted application of communication and/or collaborative skills.</p> <p>Attempted communication with limited use of subject-specific terminology.</p>	<p>Attempted exploration and analysis of evidence relating to physical activity.</p> <p>Attempted reflection on movement concepts and strategies.</p> <p>Attempted reflection on ways to improve participation and/or performance.</p>

Learning Scope:

Lessons	Inquiry Questions	Focus Area Considerations	Mode of Delivery
	<p>How does Korfball provide an inclusive environment for physical activity?</p> <ul style="list-style-type: none"> - What movement concepts in Korfball facilitate maximising participation? - What movement concepts in Korfball facilitate maximising success? 	<p>In movement:</p> <ul style="list-style-type: none"> - Movement concepts and strategies: similarities and differences with other sports – movement quality, spatial awareness, executing movement, creating space. How do the similarities with other sports facilitate greater success for players? <p>Through movement:</p> <ul style="list-style-type: none"> - Social strategies to manipulate equity in participation: group and team selection in Korfball; environmental, task and individual constraints – gender equity and associated rules in Korfball - Personal influences on participation – cultural values and beliefs about physical activity informing attitude toward a new and probably unfamiliar sport like Korfball 	<p>About movement:</p> <ul style="list-style-type: none"> - Analysis of Korfball participation rates around the world - Comparison of a skilful Korfball player with a skilful Netball/Basketball/E-Handball player – similarities and differences – transferability of skill <p>In movement:</p> <ul style="list-style-type: none"> - Full game exposure - Game analysis of movement patterns, creating space, possession rates, scoring percentages – indicators of initial success of the class. Starting point for determining improvement <p>Through movement:</p> <ul style="list-style-type: none"> - Observation of and collection of data from Year 9 students doing Korfball unit – survey/interview
	<p>How accessible is it to play Korfball skilfully for those who have had minimal exposure to it?</p> <ul style="list-style-type: none"> - What does ‘skilful’ play look like in Korfball? - How easy has it been to alter our learning environment to play skilfully? - What role can and does feedback play in our improvement? - How successfully can students who have no experience in Korfball play a full game? 	<p>About movement:</p> <ul style="list-style-type: none"> - Learning and refining skills: skill classification, stages of learning, factors affecting skill learning: <p>In movement:</p> <ul style="list-style-type: none"> - Applying skill acquisition concepts for improvement: <ul style="list-style-type: none"> • processes to improve skill learning: Cognitive Approaches (‘Fixed technique’ i.e. ‘skill and drill’ – flaws and advantages) v Ecological Approaches – Non-linear – Constraints Led Theory – game based practice; Information processing and associated theories • Practice methods – links to information processing outcomes • Learning environment modification • Role of feedback and its effect on learning and performance 	<p>About movement:</p> <ul style="list-style-type: none"> - Students investigate blogs and podcasts that advocate for different approaches to inform the in movement exploration below <p>In movement:</p> <p><i>Focus on shooting in Korfball as a means by which to explore the following:</i></p> <ul style="list-style-type: none"> - How learning environments affect outcomes in game play - Modified games (constraints-led) v Drill (Fixed technique) activities - Implementation of different practice methods - Feedback types varied – reflection undertaken on the effectiveness of different feedback <p>Through movement:</p> <ul style="list-style-type: none"> - Run a House Competition or Staff v Students competition to observe and collect data on those students who enter and play without having played before - Further analysis of data from 9PD Korfball

	<p>How can we best advocate for the inclusion of Korfball in school sporting programs?</p> <ul style="list-style-type: none"> - What are the main aims of school sporting programs? - Using knowledge from previous IQs, what are the main reasons for offering Korfball to achieve these aims? - What opportunities currently exist for offering Korfball in school sport? - What are the main barriers to Korfball in school sport? - What solutions can we offer to these barriers? 	<p>In movement:</p> <ul style="list-style-type: none"> - Movement concepts and strategies – relationships, interactions, making decisions. The role of Korfball to develop these skills for students <p>Through movement:</p> <ul style="list-style-type: none"> - Social strategies to manipulate equity in participation – modification of environments; environmental, task and individual constraints within activities – how do these factors in Korfball offer unique opportunities for developing the movement concepts; structural barriers to participation in sports; solutions for enabling participation through greater access - Personal influences on participation – cultural values and beliefs; exposure to physical activity and new experiences offered by Korfball 	<p>Through movement:</p> <ul style="list-style-type: none"> - Students undertake reflections of their own involvement in school sport and the outcomes gained through this <p>In movement:</p> <ul style="list-style-type: none"> - Exposure games to other ‘less popular’ sports of the co-curricular program are played to consider comparative benefits of Korfball in the program and comparative access issues <p>About movement:</p> <ul style="list-style-type: none"> - Analysis of co-curricular policy and the aims of the sport program at school - Interview Sport Coordinator about barriers to including sports in the program and how sports are selected
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Pre-approved Learning and Assessment Plan (2)

Stage 1 Physical Education

Pre-approved learning and assessment plans are for *school use only*.

- Teachers may make changes to the plan, retaining alignment with the subject outline.
- The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
- The plan does not need to be submitted to the SACE Board for approval.

School _____ Teacher(s) _____

SACE school code			Year		Enrolment code			Program variant code (A-W)
					Stage	Subject code		
			1	P	H	D	10	

Addendum – changes made to the pre-approved learning and assessment plan

Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:

- what changes have been made to the plan
- the rationale for making the changes
- whether these changes have been made for all students, or for individuals within the student group.

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

Signature of principal or delegate _____ Date _____

Assessment overview

Stage 1 Physical Education (10-credit)

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Performance Improvement – weighting 60%

Assessment details	Assessment design criteria		Assessment conditions (e.g. task type, word length, time allocated, supervision)
	AC	EAR	
<p>Constraints coaching task:</p> <p>With a partner, students plan and conduct a 45 minute session with an appropriate sized group of students to develop a learning objective or game concept using a constraints-led approach. The students running the session record feedback (both verbal and non-verbal) throughout the session, and then reflect on this to consider changes that could be implemented to the original session to improve participation and/or performance for the group. Communication and collaboration skills is also a focus of the assessment. During the session video footage is collected for use in the response.</p>	1,2	3	<p>The individual response should be up to a maximum of 6 minutes for an oral or multi-modal presentation or up to a maximum of 1000 words, for a written response. The lesson plan is submitted as an appendix.</p>
<p>Engine Room Performance Task:</p> <p>Students participate in an 8-week soccer unit. During the unit students explore, reflect on and analyse the performance of one identified student (this can be themselves or a fellow class member). The analysis of the performance of movement concepts and strategies for the individual may include; spatial awareness, decision making, games understanding and/or movement strategies.</p> <p>Students present an Engine room analysis of the individuals' performance (e.g. a sport commentator style analysis) and reflect on ways in which performance improvement could be achieved.</p>	1,3	1,2	<p>The response is up to a maximum of 6 minutes of multimodal or video evidence to show the application of movement concepts and strategies. The selected footage should have annotations or voice-over to show reflection on and analysis of the performance.</p> <p>Data used to support the analysis should be compiled in an Appendix.</p>

Assessment Type 2: Physical Activity Investigation – weighting 40%

Assessment details	Assessment design criteria		Assessment conditions (e.g. task type, word length, time allocated, supervision)
	AC	EAR	
<p>Modified Games Participation Analysis Task:</p> <p>Students create a response promoting the use of a <i>specific</i> modified game to the Head of Physical Educations at their school for classes containing a diverse range of students. Students explore in detail <i>one</i> of a range of modified games that they have participated in to analyse how the modifications to this specific game have impacted the inclusivity of the game and the in-game participation. Data is collected to support the analysis, including; game statistics, movement data and physiological demands. This data is used, along with considerations such as physiological differences, socio-cultural backgrounds and engagement to demonstrate the improved level of participant activity that can be specifically attributed to the modification/s to the game.</p>	1, 3	1, 2	<p>The response should be a maximum of 6 minutes for an oral or multi-modal presentation.</p> <p>For a written response, the evidence presented should be a maximum of 1000 words.</p> <p>APPENDIX – submitted with the response.</p> <p>The evidence collected to support the response is compiled in an appendix and submitted with the response.</p>

Three assessments. Please refer to the Stage 1 and Stage 2 Physical Education subject outline for teaching at Stage 1 from 2019.

Stage 1 Physical Education

Assessment Type 1: Performance Improvement

Constraints Coaching Task

Task background

Through studying Coaching and Skill Acquisition you know that learning is affected by the characteristics of the learner, the environment that the learning takes place in and the nature of the task. These aspects, known as constraints, can be manipulated by a coach to greatly impact the outcomes of the learner.

Description of assessment

In pairs, your task is to plan and conduct a lesson using a constraints-led approach to develop a learning objective/game concept of your choice. You should aim to deliver a 45 minute lesson that becomes progressively more challenging. You will collect evidence during the lesson to evaluate the success of the lesson or part of the lesson. Evidence could include video or photographic images, collection of activity data and feedback from the students participating in the lesson.

Planning considerations (can be completed in pairs)

In planning your session, you should consider:

- What is the learning objective/game concept you aim to develop?
- How are constraints imposed to focus on your intended concept (learning objective)?
- What strategies can you employ to ensure learners are both physically and mentally active?
- How and why you will ask questions/provide feedback throughout your session?

Evaluation considerations (individual response per student)

Providing evidence/data from your session, your evaluation must consider:

- Constraints-led approach to skill learning or coaching
- Effective communication (questioning and feedback)
- Reflection/evaluation of the effectiveness of your session in relation to achieving your learning objective/game concept
- Reflection on feedback (both verbal and non-verbal) from your session to implement changes to improve participation and/or performance.

Response requirements

The response needs to focus on one or more of the activities undertaken during your lesson, and video footage or photographic images should be used to support your response. The response may also include other forms of evidence or data to evaluate the effectiveness of your session.

The response should be up to a maximum of 6 minutes for an oral or multi-modal presentation or up to a maximum of 1000 words, for a written response.

The lesson plan is to be submitted with the response as an appendix.

Assessment

The Specific Features assessed in this task are:

AC1 Application of knowledge and understanding of movement concepts and strategies

AC2 Application of communication and collaborative skills

EAR3 Reflection on ways to improve participation and /or performance.

Stage 1 Physical Education Performance Standards

	Application and Communication	Exploration, Analysis, and Reflection
A	<p>Astute and highly effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Focused and sustained application of communication and collaborative skills.</p> <p>Highly effective communication using accurate subject-specific terminology.</p>	<p>Focused exploration and in-depth analysis of evidence relating to physical activity.</p> <p>Insightful reflection on movement concepts and strategies.</p> <p>Insightful reflection on ways to improve participation and/or performance.</p>
B	<p>Effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Mostly thorough and sustained application of communication and collaborative skills.</p> <p>Effective communication using accurate subject-specific terminology.</p>	<p>Thorough exploration and some depth of analysis of evidence relating to physical activity.</p> <p>Reflection on movement concepts and strategies with some insights.</p> <p>Well-considered reflection on ways to improve participation and/or performance.</p>
C	<p>Generally effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Competent application of communication and collaborative skills.</p> <p>Generally effective communication using subject-specific terminology with some accuracy.</p>	<p>Generally competent exploration and analysis of evidence relating to physical activity.</p> <p>Reflection on movement concepts and strategies.</p> <p>Considered reflection on ways to improve participation and/or performance.</p>
D	<p>Some application of knowledge and understanding of movement concepts and strategies.</p> <p>Some application of communication and collaborative skills.</p> <p>Some communication using subject-specific terminology.</p>	<p>Some exploration and analysis of evidence relating to physical activity.</p> <p>Some reflection on movement concepts and strategies.</p> <p>Some reflection on ways to improve participation and/or performance.</p>
E	<p>Attempted application of knowledge and understanding of movement concepts and strategies.</p> <p>Attempted application of communication and/or collaborative skills.</p> <p>Attempted communication with limited use of subject-specific terminology.</p>	<p>Attempted exploration and analysis of evidence relating to physical activity.</p> <p>Attempted reflection on movement concepts and strategies.</p> <p>Attempted reflection on ways to improve participation and/or performance.</p>

Teacher comment:

Assessment Grade:

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LESSON PLAN

Name:

Learning objective/Game concept:

Constraint and Activity Name	Activity structure/Aim of activity/Game	Key cues/Instructions	Class/Game/Activity organisation
Activity 1: <i>Constraints:</i>			
Activity 2: <i>Constraints:</i>			
Activity 3: <i>Constraints:</i>			

Stage 1 Physical Education

Assessment Type 1: Performance Improvement

Engine Room Performance Task

Sport – Soccer

Focus Area 1 – In Movement

Task Background

Elite players consistently apply highly effective movement concepts and strategies in a game to ensure successful performance.

Description of Assessment

You will participate in an 8-week Soccer Unit (or a sport chosen by the class), with a key focus on performance in the sport. Focusing on one player, you explore, reflect on, and analyse their performance of movement concepts and strategies in the sport. You may choose to focus on your own performance or the performance of a fellow class member.

Performance of movement concepts and strategy considerations may include:

- Spatial awareness
- Decision making
- Games understanding
- Movement strategies

Based on your analysis of the performance, reflect on ways in which performance improvement could be achieved.

Response requirements

Your response should be presented as an 'Engine Room' style analysis. The response is up to a maximum of 6 minutes of multimodal or video evidence to show the application of movement concepts and strategies. The selected footage should have annotations or voice-over to show reflection on and analysis of the performance.

Further data can be used to provide depth to the analysis. Data may include reference to supporting documents such as player statistics or performance checklists which should be placed in an Appendix. This data must be referred to in the response. Appendices are used only to support the response, and do not form part of the assessment decision.

Note: 'Engine room' is a reference to the AFL footy half-time break analysis of player performance.

Assessment

The Specific Features assessed in this task are:

AC1 Application of knowledge and understanding of movement concepts and strategies

AC3 Communication using subject specific terminology

EAR1 Exploration and analysis of evidence relating to physical activity

EAR2 Reflection on movement concepts and strategies.

Stage 1 Physical Education Performance Standards

	Application and Communication	Exploration, Analysis, and Reflection
A	<p>Astute and highly effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Focused and sustained application of communication and collaborative skills.</p> <p>Highly effective communication using accurate subject-specific terminology.</p>	<p>Focused exploration and in-depth analysis of evidence relating to physical activity.</p> <p>Insightful reflection on movement concepts and strategies.</p> <p>Insightful reflection on ways to improve participation and/or performance.</p>
B	<p>Effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Mostly thorough and sustained application of communication and collaborative skills.</p> <p>Effective communication using accurate subject-specific terminology.</p>	<p>Thorough exploration and some depth of analysis of evidence relating to physical activity.</p> <p>Reflection on movement concepts and strategies with some insights.</p> <p>Well-considered reflection on ways to improve participation and/or performance.</p>
C	<p>Generally effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Competent application of communication and collaborative skills.</p> <p>Generally effective communication using subject-specific terminology with some accuracy.</p>	<p>Generally competent exploration and analysis of evidence relating to physical activity.</p> <p>Reflection on movement concepts and strategies.</p> <p>Considered reflection on ways to improve participation and/or performance.</p>
D	<p>Some application of knowledge and understanding of movement concepts and strategies.</p> <p>Some application of communication and collaborative skills.</p> <p>Some communication using subject-specific terminology.</p>	<p>Some exploration and analysis of evidence relating to physical activity.</p> <p>Some reflection on movement concepts and strategies.</p> <p>Some reflection on ways to improve participation and/or performance.</p>
E	<p>Attempted application of knowledge and understanding of movement concepts and strategies.</p> <p>Attempted application of communication and/or collaborative skills.</p> <p>Attempted communication with limited use of subject-specific terminology.</p>	<p>Attempted exploration and analysis of evidence relating to physical activity.</p> <p>Attempted reflection on movement concepts and strategies.</p> <p>Attempted reflection on ways to improve participation and/or performance.</p>

Teacher comment:

Assessment Grade:

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Stage 1 Physical Education

Assessment Type 2: Physical Activity Investigation

Modified Games Participation Analysis

Task Background:

Traditional sports such as Cricket, Soccer, Football and Golf can be modified to increase inclusivity and participation.

Description of Assessment:

Your task is to explore one of the 'modified games' you have participated in and explain how the modifications to the original format of the game have impacted inclusivity and in-game participation of players.

You collect data to demonstrate the improved level of participant activity that can be specifically attributed to the modification/s to the game. This data will be made available to all students for individual selection of data relevant to their specific response. This may include:

- Movement data (GPS Data, pedometer reading, etc.)
- Physiological demand (heart rate, breathing rate, perceived exertion etc.)
- Amount of time spent *involved* in the game (statistics, game data, etc.).

Individually, students examine how the modifications to the game have increased the inclusivity and accessibility for participants. This may include reference to:

- Physiological differences – age, gender, body composition, fitness levels
- Socio-cultural – previous sporting experience, attitude to physical activity
- Engagement – time required, scoring opportunities, novelty, simplicity of rules, etc.

Response Requirements:

Your response explores and analyses the improvement to inclusivity and participation that modification to games can achieve. The response produced is to be presented to the Head of Physical Education at your school to promote the use of this modified game within classes that contain a diverse range of students.

The response should be a maximum of 6 minutes for an oral or multi-modal presentation. For a written response, the evidence presented should be a maximum of 1000 words.

The evidence collected to support the response is compiled in an appendix and submitted with the response.

Assessment:

The specific features assessed in this task are:

AC1 Application of knowledge and understanding of movement concepts and strategies

AC3 Communication using subject-specific terminology

EAR1 Exploration and analysis of evidence relating to physical activities

EAR2 Reflection on movement concepts and strategies.

Stage 1 Physical Education Performance Standards

	Application and Communication	Exploration, Analysis, and Reflection
A	<p>Astute and highly effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Focused and sustained application of communication and collaborative skills.</p> <p>Highly effective communication using accurate subject-specific terminology.</p>	<p>Focused exploration and in-depth analysis of evidence relating to physical activity.</p> <p>Insightful reflection on movement concepts and strategies.</p> <p>Insightful reflection on ways to improve participation and/or performance.</p>
B	<p>Effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Mostly thorough and sustained application of communication and collaborative skills.</p> <p>Effective communication using accurate subject-specific terminology.</p>	<p>Thorough exploration and some depth of analysis of evidence relating to physical activity.</p> <p>Reflection on movement concepts and strategies with some insights.</p> <p>Well-considered reflection on ways to improve participation and/or performance.</p>
C	<p>Generally effective application of knowledge and understanding of movement concepts and strategies.</p> <p>Competent application of communication and collaborative skills.</p> <p>Generally effective communication using subject-specific terminology with some accuracy.</p>	<p>Generally competent exploration and analysis of evidence relating to physical activity.</p> <p>Reflection on movement concepts and strategies.</p> <p>Considered reflection on ways to improve participation and/or performance.</p>
D	<p>Some application of knowledge and understanding of movement concepts and strategies.</p> <p>Some application of communication and collaborative skills.</p> <p>Some communication using subject-specific terminology.</p>	<p>Some exploration and analysis of evidence relating to physical activity.</p> <p>Some reflection on movement concepts and strategies.</p> <p>Some reflection on ways to improve participation and/or performance.</p>
E	<p>Attempted application of knowledge and understanding of movement concepts and strategies.</p> <p>Attempted application of communication and/or collaborative skills.</p> <p>Attempted communication with limited use of subject-specific terminology.</p>	<p>Attempted exploration and analysis of evidence relating to physical activity.</p> <p>Attempted reflection on movement concepts and strategies.</p> <p>Attempted reflection on ways to improve participation and/or performance.</p>

Teacher comment:

Assessment Grade:

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Stage 2

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Physical Education. In this subject, students are expected to:

1. apply knowledge and understanding of movement concepts and strategies in physical activity using subject specific terminology
2. apply feedback and implement strategies to improve participation and/or performance in physical activity
3. reflect on and evaluate participation and/or performance improvement
4. apply communication and collaborative skills in physical activity contexts
5. analyse and evaluate evidence related to physical activity
6. evaluate implemented strategies and make recommendations for future directions.

assessment design criteria

The assessment design criteria are based on the learning requirements and are used by:

- teachers to clarify for the student what he or she needs to learn
- teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- students should demonstrate in their learning
- teachers and assessors look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

- Application and Communication
- Analysis and Evaluation

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Application and Communication

- AC1 Contextual application of knowledge and understanding of movement concepts and strategies.
- AC2 Application of communication and collaborative skills.
- AC3 Application of feedback and implementation of strategies to improve participation and/or performance.
- AC4 Communication using subject-specific terminology.

Analysis and Evaluation

- AE1 Analysis and evaluation of evidence relating to physical activity.
- AE2 Reflection on and evaluation of participation and/or performance improvement.
- AE3 Evaluation of implemented strategies and proposal of recommendations for future directions.

Performance Standards for Stage 2 Physical Education

Application and Communication		Analysis and Evaluation
A	<p>Insightful and highly effective contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Astute and perceptive application of communication and collaborative skills.</p> <p>Highly strategic application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Highly effective communication using accurate subject-specific terminology.</p>	<p>Critical analysis and perceptive evaluation of evidence relating to physical activity.</p> <p>Insightful reflection on and evaluation of participation and/or performance improvement.</p> <p>Perceptive evaluation of implemented strategies and well-considered proposal of recommendations for future directions.</p>
B	<p>Well-considered and mostly effective contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Effective and mostly perceptive application of communication and collaborative skills.</p> <p>Strategic application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Effective communication using accurate subject-specific terminology.</p>	<p>Mostly critical analysis and perceptive evaluation of evidence relating to physical activity.</p> <p>Reflection on and evaluation of participation and/or performance improvement with some insights.</p> <p>Mostly perceptive evaluation of implemented strategies and considered proposal of recommendations for future directions</p>
C	<p>Considered contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Generally effective application of communication and collaborative skills.</p> <p>Generally effective application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Generally effective communication using subject-specific terminology with some accuracy.</p>	<p>Some critical analysis and evaluation of evidence relating to physical activity.</p> <p>Reflection on and some evaluation of participation and/or performance improvement.</p> <p>Some perceptive evaluation of implemented strategies and proposal of recommendations for future directions.</p>
D	<p>Some contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Some application of communication and collaborative skills.</p> <p>Some application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Some communication using subject-specific terminology.</p>	<p>Some analysis and description of evidence relating to physical activity.</p> <p>Some reflection on and description of participation and/or performance improvement.</p> <p>Description of implemented strategies and proposal of basic recommendations for future directions.</p>
E	<p>Attempted application of knowledge and understanding of movement concepts and strategies.</p> <p>Attempted application of communication and collaborative skills.</p> <p>Attempted application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Attempted communication with subject-specific terminology.</p>	<p>Attempted analysis and description of evidence relating to physical activity.</p> <p>Attempted reflection on and description of participation and/or performance improvement.</p> <p>Attempted description of implemented strategies and acknowledgement of future directions.</p>

Stage 2 Content is divided into Focus Areas

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop.

Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, fitness and recreational activities).

- The focus areas can be studied in any order, independently or concurrently.
- Teachers select key ideas from each of the three focus areas that reflect the interests and skills of the student cohort, and integrate these across the learning program and the three assessment types.
- Teachers may allocate more time to some focus areas than others, providing flexibility in student learning through the depth and detail in which each focus area is studied.

Focus area 1: In movement	Focus area 2: Through movement	Focus area 3: About movement
<ul style="list-style-type: none"> • Application of energy sources affecting physical performance • Application of the effects of training on physical performance • How does biomechanics affect physical activity and movement • Practical application of learning theories • Psychology of sporting performance • Analysis of movement concepts and strategies 	<ul style="list-style-type: none"> • Social Psychology • Psychology of sporting performance • Barriers and enablers to physical activity 	<ul style="list-style-type: none"> • Energy sources affecting physical performance • Physiological factors affecting performance • The effects of training on physical performance • Technological developments in biomechanics • Psychological motor learning theories • The learning process • The learning journey

Stage 2 Assessment Overview from 2020

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Assessment Type	Number of Assessments	Specifications	Assessment Design Criteria
School Assessment AT1: Diagnostics 30%	Two or three	The combined evidence for two or three diagnostic tasks should be a maximum of 18 minutes for an oral or multimodal presentation, or a maximum of 3000 words.	Application and Communication Analysis and Evaluation
School Assessment AT2: Improvement Analysis 40%	One	<p>Part 1: Portfolio</p> <ul style="list-style-type: none"> 15 pages, in multi-modal format, including: <ul style="list-style-type: none"> analysis and evaluation of evidence relating to the aspect identified for improvement research on and implementation of strategies for improvement evaluation of and modification to the implemented strategies. <p>Part 2: Evaluation</p> <ul style="list-style-type: none"> a maximum of 9 minutes of oral or multimodal presentation, or a maximum of 1500 words of evaluation, including: <ul style="list-style-type: none"> an evaluation of the improvement of the identified aspect of physical activity reflection on and evaluation of the overall success of the strategies implemented for improvement recommendations for future directions. 	Application and Communication Analysis and Evaluation
External Assessment AT3: Group Dynamics 30%	One	<p>The evidence for the Group Dynamics task should be a maximum of 12 minutes for an oral or multimodal presentation, or a maximum of 2000 words.</p> <p>Students generate an individual portfolio of information about themselves and their group. The information in the portfolio is <i>not</i> summatively assessed but is used to provide evidence of the contributions and progress of team members.</p> <p>Students use the information in the portfolio to complete an <i>individual</i> analysis and evaluation of the preparation for and participation in the competition.</p> <p>Students evaluate and justify the success of one or both of their roles and analyse the impact this has had on the preparation and performance of others in the team. Students use evidence to identify the skills and knowledge they helped team members to develop, including references to how their roles contributed to game competence, game knowledge, game engagement and the adaptations made to plans and strategies over time.</p>	Application and Communication AC1, AC2, AC3, AC4 Analysis and Evaluation AE1, AE2



Pre-approved Learning and Assessment Plan (1)

Stage 2 Physical Education

Pre-approved learning and assessment plans are for *school use only*.

Teachers may make changes to the plan, retaining alignment with the subject outline.

The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.

The plan does not need to be submitted to the SACE Board for approval.

School _____ Teacher(s) _____

SACE school code			Year		Enrolment code				Program variant code (A-W)
			2020		Stage	Subject code			No. of credits (10 or 20)
					2	P	H	D	20

Addendum – changes made to the pre-approved learning and assessment plan

Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:

- what changes have been made to the plan
- the rationale for making the changes
- whether these changes have been made for all students, or for individuals within the student group.

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

Signature of principal or delegate _____ Date _____

Assessment overview

Stage 2 Physical Education

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Diagnostics – weighting 30%

Assessment details	Assessment design criteria		Assessment conditions (e.g. task type, word length, time allocated, supervision)
	AC	AE	
<p>Biomechanics and motor pattern improvement Working with a partner, students investigate the biomechanics of a motor pattern selected from a specified range of physical activities. They implement modifications to improve their biomechanical efficiency and/or control/accuracy in performing the motor pattern, analyse the improvements and evaluate the modifications, making recommendations for future directions.</p>	1,3,4	1,2,3	The response for the diagnostic task should be up to a maximum of 9 minutes for an oral or multimodal presentation, or up to a maximum of 1500 words for a written response.
<p>Touch - Physiological demands Students compare, analyse and evaluate the physiological demands of the game of touch when played at the 'elite' level and at Year 12 PE level. Students access data on 'elite' performers and collect a range of appropriate data on Year 12 PE performances for comparison. This data is used to analyse and evaluate the energy system usage of 'elite' and Year 12 PE level Touch and to consider how the performance of movement concepts and strategies specific to touch affects the physiological demands on the players.</p>	1,4	1	The response for the diagnostic task should be up to a maximum of 9 minutes for an oral or multimodal presentation, or up to a maximum of 1500 words for a written response.

Assessment Type 2: Improvement Analysis – weighting 40%

Assessment details	Assessment design criteria		Assessment conditions (e.g. task type, word length, time allocated, supervision)
	AC	AE	
<p>Individual sporting or physical activity pursuits Students undertake a personal journey of improvement with a focus on a school or community-based physical activity. Through reflection on their performance using a range of evidence (visual, statistical data etc.) and/or feedback that they have collected, students identify an aspect of their physical activity for improvement. Students design and implement strategies such as plans, programs, approaches, and/or tactics, to improve the identified aspect of their physical activity. They collect evidence and/or feedback to monitor improvement and the effectiveness of the implemented strategies at regular intervals over the period of the assessment. Students use this evidence and/or feedback to evaluate and modify the implemented strategies, and to consider future directions for improvement.</p>	1,3,4	1,2,3	<p>Students submit their evidence of for the improvement analysis in two interconnected parts:</p> <ul style="list-style-type: none"> • a Portfolio of evidence • an Evaluation. <p>The Portfolio of evidence is up to a maximum of 15 pages in multimodal format. The evaluation is up to a maximum of 9 minutes of oral or multimodal presentation, or up to a maximum of to 1500 words.</p>

Assessment Type 3: Group Dynamics – weighting 30%

Assessment details	Assessment design criteria		Assessment conditions (e.g. task type, word length, time allocated, supervision)
	AC	AE	
Students work with their class, or with a larger group from across other year levels within their school, to create a lunchtime Volleyball competition. Each student undertakes <i>at least two</i> specific roles within the team to improve the participation and performance of other team members. Each student generates a portfolio of information about themselves and their group that is pertinent to the role they are undertaking. The portfolio is not summatively assessed but provides evidence of the contributions and progress of team members. Students complete an individual analysis and evaluation of the impact they had on the participation and performance of team members and justify the success of one or both of their roles using evidence.	1,2,3,4	1,2	The evidence for the group dynamics task should be up to a maximum of 12 minutes for an oral or multimodal presentation, or up to a maximum of 2000 words.

Four or five assessments. Please refer to the Stage 2 Physical Education subject outline (for teaching in 2019 and 2020).

STAGE 2 PHYSICAL EDUCATION

Assessment Type 1: Diagnostics

With a partner select a single motor pattern to perform for the purpose of comparison, analysis and performance improvement.

The single motor pattern may be selected from the list below, or one of your own choice that has been approved by your teacher:

Golf swing	Discuss throw
Badminton smash/clear	Long jump
Basketball free throw	Football kick
Forward drive in cricket	Tennis Serve
Shot Put	Throwing a ball

Preparation

Using some form of technology (phone, iPad, SLR camera, drone etc.) and an app such as 'Hudl technique' or 'Coaches Eye', or a web-based video analysis tool such as 'Kinovea', film yourself and your partner performing the motor pattern. At least three 'snapshots' of the sub routines of action should be captured for comparison and analysis for both yourself and your partner.

Part 1

Using the 'snapshots' as evidence, compare and analyse the performances of you and your partner by responding to the following:

- Explain the similarities and differences in motor pattern between your performance and that of your partner.
- Using at least 2 biomechanical principles, analyse the performances and explain who performs the skill better. Explain how the biomechanical efficiency impacts the outcome of the performance with reference to the contextual requirements of performing the motor pattern. This may include comparison of the performances with an 'elite' or 'expert' performer.

Part 2

Implement modifications to improve your biomechanical efficiency *and/or* control/accuracy in performing the motor pattern. Capture further 'snapshot' evidence of performance to support your analysis of how these modifications have supported your overall performance.

- Evaluate the modifications that you make to improve your overall biomechanical efficiency and/or control/accuracy.
- Recommend future directions to bring about further improvement of your biomechanical efficiency and/or control/accuracy in performing the motor pattern.

Response

The response for the diagnostic task should be up to a maximum of 9 minutes for an oral or multimodal presentation, or up to a maximum of 1500 words.

Students may present evidence of their learning in various formats, for example:

- blog or vlog
- website or webpages
- mock TED talk/ presentation / tutorials
- video diaries
- report incorporating analysis of practical diagnostic data and discussion of implications for performance.

Performance Standards for Stage 2 Physical Education

	Application and Communication	Analysis and Evaluation
A	<p>Insightful and highly effective contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Astute and perceptive application of communication and collaborative skills.</p> <p>Highly strategic application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Highly effective communication using accurate subject-specific terminology.</p>	<p>Critical analysis and perceptive evaluation of evidence relating to physical activity.</p> <p>Insightful reflection on and evaluation of participation and/or performance improvement.</p> <p>Perceptive evaluation of implemented strategies and well-considered proposal of recommendations for future directions.</p>
B	<p>Well-considered and mostly effective contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Effective and mostly perceptive application of communication and collaborative skills.</p> <p>Strategic application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Effective communication using accurate subject-specific terminology.</p>	<p>Mostly critical analysis and perceptive evaluation of evidence relating to physical activity.</p> <p>Reflection on and evaluation of participation and/or performance improvement with some insights.</p> <p>Mostly perceptive evaluation of implemented strategies and considered proposal of recommendations for future directions</p>
C	<p>Considered contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Generally effective application of communication and collaborative skills.</p> <p>Generally effective application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Generally effective communication using subject-specific terminology with some accuracy.</p>	<p>Some critical analysis and evaluation of evidence relating to physical activity.</p> <p>Reflection on and some evaluation of participation and/or performance improvement.</p> <p>Some perceptive evaluation of implemented strategies and proposal of recommendations for future directions.</p>
D	<p>Some contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Some application of communication and collaborative skills.</p> <p>Some application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Some communication using subject-specific terminology.</p>	<p>Some analysis and description of evidence relating to physical activity.</p> <p>Some reflection on and description of participation and/or performance improvement.</p> <p>Description of implemented strategies and proposal of basic recommendations for future directions.</p>
E	<p>Attempted application of knowledge and understanding of movement concepts and strategies.</p> <p>Attempted application of communication and collaborative skills.</p> <p>Attempted application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Attempted communication with subject-specific terminology.</p>	<p>Attempted analysis and description of evidence relating to physical activity.</p> <p>Attempted reflection on and description of participation and/or performance improvement.</p> <p>Attempted description of implemented strategies and acknowledgement of future directions.</p>

STAGE 2 PHYSICAL EDUCATION

Assessment Type 1: Diagnostics

Task description

You are required to compare, analyse and evaluate the physiological demands of the game of touch football when played at the **Elite level** and at a **Year 12 PE level**. During the Touch football unit you will collect a range of relevant data on your own performance and then compare it with data on 'elite' performers.

To inform your comparison, analysis and evaluation:

- read the articles specified in the '*Documents to access*' below and dot point the key statistical data relating to the physiological demands of touch football
- record your own fitness battery and record performance standards
- record your heart rate during a touch football lesson
- record statistics of key movements videoed during a Year 12 touch football game.

The information collected in this section should be used as supporting evidence in your response, and the summarised information should be placed in the appendices.

The response

The response should compare, analyse and evaluate the physiological demands of the game of touch football played at the **Elite level** and at a **Year 12 PE level**. In your response ensure that you:

- **describe and analyse** the key *fitness factor and energy system* requirements for an 'elite' level touch game using both movement type and fitness data.
- **analyse and evaluate** the *energy system usage* of your year 12 game compared with the 'elite' game, using evidence collected. The evaluation should include reference to how the performance of movement concepts and strategies specific to touch affects the physiological demands on the players.

The response for the diagnostic task should be up to a maximum of 9 minutes for an oral or multimodal presentation, or up to a maximum of 1500 words for a written response.

Documents to access

Document 1: '*Time-Motion Analysis and Physiological Profile of Elite New Zealand Touch Players during Competition*' (T Ogden, 2010) at the following web address to access the data indicated below:

<http://aut.researchgateway.ac.nz/bitstream/handle/10292/1035/OgdenT.pdf?sequence=3&isAllowed=y>

- Table 4: Speed zones used for analysis of GPS game data
- Table 5a: Playing time differences of three different playing grades
- Table 5b: Substitution and average playing time differences of three different playing grades
- Table 6: Game movement performance differences of three different playing grades
- Table 7: Lactate differences of three different playing grades
- Table 8: Successful and unsuccessful Touch specific skills of three different playing grades
- Table 11: Anthropometric and fitness test results per playing position of male and female Touch players

Document 2: '*On-field movement patterns: a report on the 2004-06 GPS project for Touch Football Australia*' (D Coffey) at the following web address to access the data indicated below:

<http://ngtouch.com.au/media/coaches/GPS%20Report%20-%20On%20Field%20Movement%20Patterns.pdf>

- Figure 1: Analyser Graph (page 5)

Performance Standards for Stage 2 Physical Education

Application and Communication		Analysis and Evaluation
A	<p>Insightful and highly effective contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Astute and perceptive application of communication and collaborative skills.</p> <p>Highly strategic application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Highly effective communication using accurate subject-specific terminology.</p>	<p>Critical analysis and perceptive evaluation of evidence relating to physical activity.</p> <p>Insightful reflection on and evaluation of participation and/or performance improvement.</p> <p>Perceptive evaluation of implemented strategies and well-considered proposal of recommendations for future directions.</p>
B	<p>Well-considered and mostly effective contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Effective and mostly perceptive application of communication and collaborative skills.</p> <p>Strategic application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Effective communication using accurate subject-specific terminology.</p>	<p>Mostly critical analysis and perceptive evaluation of evidence relating to physical activity.</p> <p>Reflection on and evaluation of participation and/or performance improvement with some insights.</p> <p>Mostly perceptive evaluation of implemented strategies and considered proposal of recommendations for future directions.</p>
C	<p>Considered contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Generally effective application of communication and collaborative skills.</p> <p>Generally effective application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Generally effective communication using subject-specific terminology with some accuracy.</p>	<p>Some critical analysis and evaluation of evidence relating to physical activity.</p> <p>Reflection on and some evaluation of participation and/or performance improvement.</p> <p>Some perceptive evaluation of implemented strategies and proposal of recommendations for future directions.</p>
D	<p>Some contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Some application of communication and collaborative skills.</p> <p>Some application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Some communication using subject-specific terminology.</p>	<p>Some analysis and description of evidence relating to physical activity.</p> <p>Some reflection on and description of participation and/or performance improvement.</p> <p>Description of implemented strategies and proposal of basic recommendations for future directions.</p>
E	<p>Attempted application of knowledge and understanding of movement concepts and strategies.</p> <p>Attempted application of communication and collaborative skills.</p> <p>Attempted application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Attempted communication with subject-specific terminology.</p>	<p>Attempted analysis and description of evidence relating to physical activity.</p> <p>Attempted reflection on and description of participation and/or performance improvement.</p> <p>Attempted description of implemented strategies and acknowledgement of future directions.</p>

STAGE 2 PHYSICAL EDUCATION

Assessment Type 2: Improvement Analysis

Movement/Sport/Activity: Class (or Individual) physical activity pursuits

Task Description:

Students undertake a personal journey of improvement with a focus on a school or community-based physical activity. Through reflection on their performance using a range of evidence (visual, statistical data etc.) and/or feedback that they have collected, students identify an aspect of their physical activity for improvement. This may include physiological, biomechanical and/or skill development focus areas related to one or more movement concepts and/or movement strategies.

Students design and implement strategies such as plans, programs, approaches, and/or tactics, to improve the identified aspect of their physical activity.

They collect evidence and/or feedback to monitor improvement and the effectiveness of the implemented strategies at regular intervals over the period of the assessment. Students use this evidence and/or feedback to evaluate and modify the implemented strategies, and to consider future directions for improvement.

The Response:

You submit the evidence of your improvement analysis in two interconnected parts:

- a *Portfolio of evidence*
- an *Evaluation*.

Part 1: Portfolio of evidence

You generate a portfolio of evidence that includes:

- an outline of the aspect of your physical activity that you have identified for improvement
- a description of the strategies you have implemented to bring about improvement
- research on, and modifications to, your implemented strategies
- details of changes to your identified aspect of physical activity at regular intervals
- reflection on evidence relating to movement concepts and strategies
- recommendations you would make for future directions as a result of your reflections.

Your portfolio of evidence should include:

- analysis and evaluation of evidence relating to the aspect identified for improvement
- research on and implementation of strategies for improvement
- evaluation of and modification to the implemented strategies.

The Portfolio of evidence is up to a maximum of 15 pages in multimodal format.

Part 2: Evaluation

Your response in Part 2 provides your evaluation of the improvement to your identified aspect of physical activity, and the effectiveness of the strategies that you implemented.

Your evaluation should include the following:

- an evaluation of the improvement of your identified aspect of physical activity
- reflection on and evaluation of the overall success of the strategies you implemented for improvement
- evidence to justify your evaluations

- recommendations for future directions.

Your evaluation is up to a maximum of 9 minutes of oral or multimodal presentation, or up to a maximum of 1500 words.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

Application and Communication

The specific features are as follows:

- AC1 Contextual application of knowledge and understanding of movement concepts and strategies
- AC2 Application of communication and collaborative skills
- AC3 Application of feedback and implementation of strategies to improve participation and/or performance
- AC4 Communication using subject-specific terminology.

Analysis and Evaluation

The specific features are as follows:

- AE1 Analysis and evaluation of evidence relating to physical activity
- AE2 Reflection on and evaluation of participation and/or performance improvement.
- AE3 Evaluation of implemented strategies and proposal of recommendations for future directions.

Performance Standards for Stage 2 Physical Education

	Application and Communication	Analysis and Evaluation
A	<p>Insightful and highly effective contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Astute and perceptive application of communication and collaborative skills.</p> <p>Highly strategic application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Highly effective communication using accurate subject-specific terminology.</p>	<p>Critical analysis and perceptive evaluation of evidence relating to physical activity.</p> <p>Insightful reflection on and evaluation of participation and/or performance improvement.</p> <p>Perceptive evaluation of implemented strategies and well-considered proposal of recommendations for future directions.</p>
B	<p>Well-considered and mostly effective contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Effective and mostly perceptive application of communication and collaborative skills.</p> <p>Strategic application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Effective communication using accurate subject-specific terminology.</p>	<p>Mostly critical analysis and perceptive evaluation of evidence relating to physical activity.</p> <p>Reflection on and evaluation of participation and/or performance improvement with some insights.</p> <p>Mostly perceptive evaluation of implemented strategies and considered proposal of recommendations for future directions.</p>
C	<p>Considered contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Generally effective application of communication and collaborative skills.</p> <p>Generally effective application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Generally effective communication using subject-specific terminology with some accuracy.</p>	<p>Some critical analysis and evaluation of evidence relating to physical activity.</p> <p>Reflection on and some evaluation of participation and/or performance improvement.</p> <p>Some perceptive evaluation of implemented strategies and proposal of recommendations for future directions.</p>
D	<p>Some contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Some application of communication and collaborative skills.</p> <p>Some application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Some communication using subject-specific terminology.</p>	<p>Some analysis and description of evidence relating to physical activity.</p> <p>Some reflection on and description of participation and/or performance improvement.</p> <p>Description of implemented strategies and proposal of basic recommendations for future directions.</p>
E	<p>Attempted application of knowledge and understanding of movement concepts and strategies.</p> <p>Attempted application of communication and collaborative skills.</p> <p>Attempted application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Attempted communication with subject-specific terminology.</p>	<p>Attempted analysis and description of evidence relating to physical activity.</p> <p>Attempted reflection on and description of participation and/or performance improvement.</p> <p>Attempted description of implemented strategies and acknowledgement of future directions.</p>

STAGE 2 PHYSICAL EDUCATION

Assessment Type 3: Group Dynamics

Movement/Sport/Activity: Volleyball

Task description:

Students work with their class, or with a larger group from across other year levels within their school, to create a class (or lunchtime) volleyball competition. As a class, students compile player profiles for the group and use this to collectively discuss and form teams. The class also consider participation and performance factors, such as equity and inclusivity, when deciding the key parameters of the competition, including competition format, rules and policies. Each student (in the Stage 2 Physical Education class) undertakes *at least two* specific roles within their team to improve the participation and performance of other team members during the competition season.

Through negotiation with other students in their team, each student selects at least two roles to undertake from the list below:

- Player
- Fitness coach
- Technical coach
- Tactical coach
- Motivational coach.

To inform their roles students establish a team profile, including information such as socio-cultural influences, sporting background and experience, and fitness levels.

Each individual generates a portfolio of information about themselves and their team that is pertinent to the role they are undertaking.

The portfolio may include:

- Individual and team profile information
- Plans and training sessions
- Data collections tools and collected data
- Feedback from team members and teacher(s)
- Annotations to the above and additional notes highlighting key focus areas.

The information in the portfolio is *not* summatively assessed but is used to provide evidence of the contributions and progress of team members. It should reflect the metacognitive, decision-making and planning process undertaken in fulfilling each role.

The Response:

Using the information in your portfolio, complete an individual analysis and evaluation of the impact you had on the participation and performance of team members, both in the preparation for and throughout the competition.

Justify the success of one or both your roles using evidence. Identify the skills and knowledge that you have utilised to help team members to develop competence, knowledge and engagement in the volleyball competition. Include references to, and evaluation of, how your role/s contributed to developing each of these areas and the adaptations you made to plans and strategies over time.

Your evaluation of the overall success of your roles in the team may include consideration of one or more of the following areas:

Affective domain	team engagement and personal meaning making
Physical domain	developing competency in the game
Cognitive domain	understanding the tactical dimension of and decision-making
Social domain	communicating and working collaboratively

The analysis and evaluation should include an introduction that clearly identifies the nature of the competition and the roles you have undertaken.

Your evidence for the group dynamics task should be up to a maximum of 12 minutes for an oral or multimodal presentation, or up to a maximum of 2000 words.

You may present evidence of your analysis and evaluation in various formats, for example:

- blog or vlog
- multimedia presentation
- screencast
- reflective journal.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

Application and Communication

The specific features are as follows:

- AC1 Contextual application of knowledge and understanding of movement concepts and strategies
- AC2 Application of communication and collaborative skills
- AC3 Application of feedback and implementation of strategies to improve participation and/or performance
- AC4 Communication using subject-specific terminology.**

Analysis and Evaluation

The specific features are as follows:

- AE1 Analysis and evaluation of evidence relating to physical activity
- AE2 Reflection on and evaluation of participation and/or performance improvement.

Performance Standards for Stage 2 Physical Education

	Application and Communication	Analysis and Evaluation
A	<p>Insightful and highly effective contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Astute and perceptive application of communication and collaborative skills.</p> <p>Highly strategic application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Highly effective communication using accurate subject-specific terminology.</p>	<p>Critical analysis and perceptive evaluation of evidence relating to physical activity.</p> <p>Insightful reflection on and evaluation of participation and/or performance improvement.</p> <p>Perceptive evaluation of implemented strategies and well-considered proposal of recommendations for future directions.</p>
B	<p>Well-considered and mostly effective contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Effective and mostly perceptive application of communication and collaborative skills.</p> <p>Strategic application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Effective communication using accurate subject-specific terminology.</p>	<p>Mostly critical analysis and perceptive evaluation of evidence relating to physical activity.</p> <p>Reflection on and evaluation of participation and/or performance improvement with some insights.</p> <p>Mostly perceptive evaluation of implemented strategies and considered proposal of recommendations for future directions.</p>
C	<p>Considered contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Generally effective application of communication and collaborative skills.</p> <p>Generally effective application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Generally effective communication using subject-specific terminology with some accuracy.</p>	<p>Some critical analysis and evaluation of evidence relating to physical activity.</p> <p>Reflection on and some evaluation of participation and/or performance improvement.</p> <p>Some perceptive evaluation of implemented strategies and proposal of recommendations for future directions.</p>
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E	<p>Attempted application of knowledge and understanding of movement concepts and strategies.</p> <p>Attempted application of communication and collaborative skills.</p> <p>Attempted application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Attempted communication with subject-specific terminology.</p>	<p>Attempted analysis and description of evidence relating to physical activity.</p> <p>Attempted reflection on and description of participation and/or performance improvement.</p> <p>Attempted description of implemented strategies and acknowledgement of future directions.</p>

Pre-approved Learning and Assessment Plan (2)

Stage 2 Physical Education

Pre-approved learning and assessment plans are for *school use only*.

Teachers may make changes to the plan, retaining alignment with the subject outline.

The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.

The plan does not need to be submitted to the SACE Board for approval.

School _____ Teacher(s) _____

SACE school code			Year		Enrolment code			Program variant code (A–W)		
					Stage	Subject code			No. of credits (10 or 20)	
					2	P	H	D	20	

Addendum – changes made to the pre-approved learning and assessment plan

Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:

- what changes have been made to the plan
- the rationale for making the changes
- whether these changes have been made for all students, or for individuals within the student group.

Endorsement

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

Signature of principal or delegate _____ Date _____

Assessment overview

Stage 2 Physical Education

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

Assessment Type 1: Diagnostics – weighting 30%

Assessment details	Assessment design criteria		Assessment conditions (e.g. task type, word length, time allocated, supervision)
	AC	AE	
<p>Biomechanics and motor pattern improvement Working with a partner, students investigate the biomechanics of a motor pattern selected from a specified range of physical activities. They implement modifications to improve their biomechanical efficiency and/or control/accuracy in performing the motor pattern, analyse the improvements and evaluate the modifications, making recommendations for future directions.</p>	1,3,4	1,2,3	The response for the diagnostic task should be up to a maximum of 9 minutes for an oral or multimodal presentation, or up to a maximum of 1500 words for a written response.
<p>Korfbal/Squash – performance data analysis Through observation of a match between themselves and a peer (or two peers), students identify skill-related data that will allow them to:</p> <ul style="list-style-type: none"> • Compare strategy between opposing players or to that of an elite performer. • Design one training session to develop an area of deficiency in either player. 	1,4	1,2	The response for the diagnostic task should be up to a maximum of 9 minutes for an oral or multimodal presentation, or up to a maximum of 1500 words for a written response.

Assessment Type 2: Improvement Analysis – weighting 40%

Assessment details	Assessment design criteria		Assessment conditions (e.g. task type, word length, time allocated, supervision)
	AC	AE	
<p>Individual sporting or physical activity pursuits Students undertake a personal journey of improvement with a focus on a school or community-based physical activity. Through reflection on their performance using a range of evidence (visual, statistical data etc.) and/or feedback that they have collected, students identify an aspect of their physical activity for improvement. Students design and implement strategies such as plans, programs, approaches, and/or tactics, to improve the identified aspect of their physical activity. They collect evidence and/or feedback to monitor improvement and the effectiveness of the implemented strategies at regular intervals over the period of the assessment. Students use this evidence and/or feedback to evaluate and modify the implemented strategies, and to consider future directions for improvement.</p>	1,3,4	1,2,3	<p>Students submit their evidence of for the improvement analysis in two interconnected parts:</p> <ul style="list-style-type: none"> • a Portfolio of evidence • an Evaluation. <p>The Portfolio of evidence is up to a maximum of 15 pages in multimodal format.</p> <p>The evaluation is up to a maximum of 9 minutes of oral or multimodal presentation, or up to a maximum of to 1500 words.</p>

Assessment Type 3: Group Dynamics – weighting 30%

Assessment details	Assessment design criteria		Assessment conditions (e.g. task type, word length, time allocated, supervision)
	AC	AE	
<p>Cross country running</p> <p>Students work with their class, or with a group from across other year levels within their school, to enter a team to compete in the School Sport SA cross country championships. Each student undertakes <i>at least two</i> specific roles within the team to improve the participation and performance of other team members. Each student generates a portfolio of information about themselves and their group that is pertinent to the role they are undertaking. The portfolio is not summatively assessed but provides evidence of the contributions and progress of team members. Students complete an individual analysis and evaluation of the impact they had on the participation and performance of team members and justify the success of one or both of their roles using evidence.</p>	1,2,3,4	1,2	The evidence for the group dynamics task should be up to a maximum of 12 minutes for an oral or multimodal presentation, or up to a maximum of 2000 words.

Four or five assessments. Please refer to the Stage 2 Physical Education subject outline (for teaching in 2019 and 2020).

Stage 2 Physical Education

Assessment Type 1: Diagnostics

Task background

The analysis of performance data for an activity or sport is an important skill required to link training to performance. The goal of an activity analysis is to collect, collate and analyse data to assist coaches and performers to identify the aspects of physical and mental performance that need training.

Methods of data collection can include use of technology such as GPS tracking devices and video analysis, along with simple observation (utilising a variety of different tools).

Description of assessment

In the class practical unit (Korfball or Squash) select one aspect to undertake an activity analysis on (i.e. serving in squash or defence in Korfball).

Through observation of a match between peers (or yourself and a peer), you need to identify skill-related data that will allow you to:

- Compare strategy between opposing players or to that of an elite performer.
- Design one training session to develop an area of deficiency in either player (which you identified from your analysis).

* Hint - It is better to select one small aspect of a game to allow for depth in your response.

Response requirements

The response should be up to a maximum of 9 minutes for an oral or multi-modal presentation. For a written response the evidence presented should be up to a maximum of 1500 words.

Assessment

Application and Communication

The specific features are as follows:

- AC1 Contextual application of knowledge and understanding of movement concepts and strategies
- AC2 Application of communication and collaborative skills
- AC3 Application of feedback and implementation of strategies to improve participation and/or performance
- AC4 Communication using subject-specific terminology.

Analysis and Evaluation

The specific features are as follows:

- AE1 Analysis and evaluation of evidence relating to physical activity
- AE2 Reflection on and evaluation of participation and/or performance improvement
- AE3 Evaluation of implemented strategies and proposal of recommendations for future directions.

Stage 2 Physical Education Performance Standards

	Application and Communication	Analysis and Evaluation
A	<p>Insightful and highly effective contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Astute and perceptive application of communication and collaborative skills.</p> <p>Highly strategic application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Highly effective communication using accurate subject-specific terminology.</p>	<p>Critical analysis and perceptive evaluation of evidence relating to physical activity.</p> <p>Insightful reflection on and evaluation of participation and/or performance improvement.</p> <p>Perceptive evaluation of implemented strategies and well-considered proposal of recommendations for future directions.</p>
B	<p>Well-considered and mostly effective contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Effective and mostly perceptive application of communication and collaborative skills.</p> <p>Strategic application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Effective communication using accurate subject-specific terminology.</p>	<p>Mostly critical analysis and perceptive evaluation of evidence relating to physical activity.</p> <p>Reflection on and evaluation of participation and/or performance improvement with some insights.</p> <p>Mostly perceptive evaluation of implemented strategies and considered proposal of recommendations for future directions.</p>
C	<p>Considered contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Generally effective application of communication and collaborative skills.</p> <p>Generally effective application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Generally effective communication using subject-specific terminology with some accuracy.</p>	<p>Some critical analysis and evaluation of evidence relating to physical activity.</p> <p>Reflection on and some evaluation of participation and/or performance improvement.</p> <p>Some perceptive evaluation of implemented strategies and proposal of recommendations for future directions.</p>
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STAGE 2 PHYSICAL EDUCATION

Assessment Type 3: Group Dynamics

Movement/Sport/Activity: Cross country running

Task Description:

Students work with their class, or with a group from across other year levels within their school, to enter a team to compete in the School Sport SA cross country championships. Students participate in activities during the preparation for, and day of, the championships event. Each student (in the Stage 2 Physical Education class) undertakes *at least two* specific roles within the team to improve the participation and performance of other team members.

Through negotiation with other students in the class, each student selects at least two roles to undertake from the list below:

- Competitor
- Fitness coach
- Technical coach
- Tactical coach
- Motivational coach.

To inform their roles students establish a group profile, including information such as socio-cultural influences, sporting background and experience, and fitness levels.

Each individual generates a portfolio of information about themselves and their group that is pertinent to the role they are undertaking.

The portfolio may include:

- Individual and group profile information
- Plans and training sessions
- Data collections tools & collected data
- Feedback from team members and teacher(s)
- Annotations to the above & additional notes highlighting key focus areas

The information in the portfolio is *not* summatively assessed but is used to provide evidence of the contributions and progress of team members. It should reflect the metacognitive, decision-making and planning process undertaken in fulfilling each role.

The Response:

Using the information in your portfolio, complete an individual analysis and evaluation of the impact you had on the participation and performance of team members, both in the preparation for and participation in the competition.

Justify the success of one or both your roles using evidence. Identify the skills and knowledge that you have utilised to help team members to develop, including references to how your role/s contributed to competence, knowledge and engagement in cross country running and the adaptations you made to plans and strategies over time.

Your evaluation of the overall success of your roles in the team may include consideration of one or more of the following areas:

Affective domain	team engagement and personal meaning making
Physical domain	developing competency in the cross country
Cognitive domain	understanding the tactical dimension of cross country and decision-making
Social domain	communicating and working collaboratively.

Your evidence for the group dynamics task should be up to a maximum of 12 minutes for an oral or multimodal presentation, or up to a maximum of 2000 words.

You may present evidence of your analysis and evaluation in various formats, for example:

- blog or vlog
- multimedia presentation
- screencast
- reflective journal.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

Application and Communication

- AC1 Contextual application of knowledge and understanding of movement concepts and strategies
- AC2 Application of communication and collaborative skills
- AC3 Application of feedback and implementation of strategies to improve participation and/or performance
- AC4 Communication using subject-specific terminology.

Analysis and Evaluation

The specific features are as follows:

- AE1 Analysis and evaluation of evidence relating to physical activity
- AE2 Reflection on and evaluation of participation and/or performance improvement.

Performance Standards for Stage 2 Physical Education

Application and Communication		Analysis and Evaluation
A	<p>Insightful and highly effective contextual application of knowledge and understanding of movement concepts and strategies.</p> <p>Astute and perceptive application of communication and collaborative skills.</p> <p>Highly strategic application of feedback and implementation of strategies to improve participation and/or performance.</p> <p>Highly effective communication using accurate subject-specific terminology.</p>	<p>Critical analysis and perceptive evaluation of evidence relating to physical activity.</p> <p>Insightful reflection on and evaluation of participation and/or performance improvement.</p> <p>Perceptive evaluation of implemented strategies and well-considered proposal of recommendations for future directions.</p>
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Assessment Type 2: Personal Improvement Ideas

Resistance training program - analyse physiological improvements	Focussed towards a particular sport (what muscle groups and what movement patterns are specific to that sport)
High intensity interval training program	Focussed towards a particular sport (what are the physiological demands, rest, recovery, work-to-rest intervals, interplay- movement patterns are specific to that sport)
Technique analysis - biomechanical/physiological focus	This could be also used for golf, tennis, running, athletics events etc.
Team sport – analysis of improvement of specifically identified aspect (basketball, volleyball, touch)	Court movement, ball movement, defensive and offensive structure
Psychology – lawn bowls	Visualisation students explore their lawn bowls delivery from a psychology perspective – goal setting, mental rehearsal, positive self-talk – etc.
Rehab from sporting injury (physiological factors affecting performance)	Focussed towards a particular injury (knee/shoulders/ACL) – how are they getting physically active again
Technology to improve performance	Skill acquisition technologies coming out to give greater exposure – therefore bringing about skill development faster (reaction times in soccer goal keeping)
Kayaking/rowing technique or biomechanics analysis	Improvement in paddling – forward and backwards, sweep and draw) - capture footage and analyse each night and consider improvements
Surfing	Technique focus (balance) rather than training

TASK IDEAS - NOTES PAGE