**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 9 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:

**A1**  Application of knowledge and understanding to movement concepts and strategies

**A3** 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**

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

**Teacher comment:**  **Assessment Grade:**

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