**Stage 1 Physical Education**

**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 9 minutes for an oral or multi-modal presentation. If the response is written then it should be up to a maximum of 1500 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):**

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

A2 Application of collaborative skills.

**A3 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**

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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. |

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| **Lessons** | **Inquiry Questions** | **Focus Area Considerations** | **Mode of Delivery** |
|  | How does a player’s fitness impact on their performance in a game?   * 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? | In movement:   * 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   Through movement:   * Physiological barriers and enablers to playing Touch – fitness levels   About movement:   * 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 | In movement:  -Players rotate through positional play  -Data collected on the duration/intensity of movement in different positions – HR monitors; perceived effort survey  -Fitness testing: *Use QLD ‘Step Forward’ resource for tests*  Through movement:  -Comparison of HR and perceived effort data  -Analysis of on and off ball movement patterns  About movement:  -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 |
|  | How can I manipulate our team’s playing strategies to make best use of our physiological profile? | In movement:   * 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 – *focus on interplay*   About movement:   * The body’s response to physical activity – energy systems and fatigue – impact on substitutions and other strategies in Touch | In movement:  -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  Through movement:  -teams devise a game strategy for their play - include substitution times, player positions, any relevance to play tactics |

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|  | How can I train to improve my performance in Touch?   * 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? | In movement:   * Application of the effects of training on physical performance - measurement and monitoring of fitness and energy components relevant to Touch   About movement:   * The body’s response to physical activity – energy systems and fatigue * The effect of training on the body – training methods and principles; chronic adaptations | About movement:  -screencasts of training methods, principles and chronic adaptations  -compare training sessions of elite players from different sports  In movement:  -participate in different training sessions that focus on different training methods and principles (*these become the lessons that students can choose from for PART B*)  -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 |