STAGE 2 PHYSICAL EDUCATION

Assessment Type 3: Group Dynamics

Movement/Sport/Activity: Touch

**Task Description:**

Students work with their class, or with a larger group from across other year levels within their school, to create a Touch 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.

Through negotiation with other students in their team, each student selects *at least one role* to perform to improve the participation and performance of other team members during the competition season. The role(s) the students undertake *must* be selected from the list below:

* Fitness coach
* Technical coach
* Tactical coach
* Motivational coach.

The application of communication and collaborative skills in physical activity contexts are an important focus within this assessment. The effectiveness of communication strategies implemented by the student while undertaking their role(s), and their success in collaborating with team members through their role(s) are a key aspect of this task.

To ensure that students have evidence of the impact that they, as individuals, have had on the participation and/or performance of other team member(s), students should collect and maintain a range of evidence and feedback from all stages of the preparation for and participation in the competition. This could include:

* Individual and group profile information for the team members that they are working with
* 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
* Specific and purposeful communication skills used and evidence to support their application and effectiveness
* Specific and purposeful collaboration skills used and evidence to support their application and effectiveness.

**The Response:**

Students individually complete an analysis and evaluation of the impact that they, as individuals, had on the participation and/or performance of other team member(s).

The analysis and evaluation should:

* outline the context through a *brief* introduction, which identifies the role(s) undertaken by the student, the aims for improving the performance and/or participation of other team member(s) and the key movement concept(s) and strategy(ies) and focus area(s) addressed in the evaluation
* evaluate the process of *Experience – Reflection – Action* undertaken in performing the roles, including:
* analysis of evidence collected prior to and throughout the duration of the competition
* outline of how the analysis of evidence informed implementation of strategies
* evaluation of the effectiveness of strategies for improving participation and/or performance
* evidence of the communication and collaborative skills applied by the student.

Students may present evidence of their analysis and evaluation in various formats.

The evidence for the evaluation and analysis of the group dynamics task should be a maximum of 12 minutes for an oral or multimodal presentation, or a maximum of 2000 words.

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

Application

The specific features are as follows:

A1 Contextual application of knowledge and understanding to movement concepts and strategies

A2 Application of collaborative skills in physical activity contexts

A4 Use of 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.

Performance standards for Physical Education Stage 2

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| - | Application | Analysis and Evaluation |
| A | Insightful and highly effective contextual application of knowledge and understanding to movement concepts and strategies.  Highly effective and focused application of collaborative skills in physical activity contexts.  Highly strategic application of evidence to inform the implementation of strategies for participation and/or performance improvement.  Highly effective use of accurate subject-specific terminology. | Critical analysis and perceptive evaluation of evidence relating to physical activity.  Insightful reflection on and evaluation of participation and/or performance improvement.  Perceptive evaluation of implemented strategies. |
| B | Considered and mostly effective contextual application of knowledge and understanding to movement concepts and strategies.  Mostly effective application of collaborative skills in physical activity contexts.  Strategic application of evidence to inform the implementation of strategies for participation and/or performance improvement.  Mostly effective use of accurate subject-specific terminology. | Thoughtful analysis and evaluation of evidence relating to physical activity.  Considered reflection on and evaluation of participation and/or performance improvement with some insights.  Thoughtful evaluation of implemented strategies. |
| C | Contextual application of knowledge and understanding to movement concepts and strategies.  Generally effective application of collaborative skills in physical activity contexts.  Competent application of evidence to inform the implementation of strategies for participation and/or performance improvement.  Generally effective use of subject-specific terminology. | Competent analysis, with some evaluation, of evidence relating to physical activity.  Competent reflection on, with some evaluation, of participation and/or performance improvement.  Description, with some evaluation, of implemented strategies. |
| D | Some application of knowledge and understanding to movement concepts and strategies.  Some application of collaborative skills in physical activity contexts.  Some application of evidence to inform the implementation of strategies for participation and/or performance improvement.  Some use of subject-specific terminology. | Basic analysis and description of evidence relating to physical activity.  Basic reflection on and description of participation and/or performance improvement.  Description of implemented strategies. |
| E | Attempted application of knowledge and understanding to movement concepts and strategies.  Attempted application of collaborative skills in physical activity contexts.  Attempted application of evidence to inform the implementation of strategies for participation and/or performance improvement.  Attempted use of subject-specific terminology. | Attempted description of evidence relating to physical activity.  Attempted reflection on and description of participation and/or performance improvement.  Attempted description of implemented strategies. |