# Pre-approved Learning and Assessment Plan

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.

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| School |  | Teacher(s) |  |

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| 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

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| 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%

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| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| A | AE |
| **Students will analyse how a player’s physiology can afford greater opportunity to exploit space in invasion sports of soccer and/or futsal.**  Students will participate in one or two invasion sports to collect, analyse, and evaluate evidence to demonstrate contextual application of knowledge and understanding of the focus areas and movement concepts and strategies.  Students will extend and apply skills in collecting reliable and ethical evidence, which will include the use of technology, existing data collection methods, and developing their own data-collection tools.  Students will collect evidence of their own, others and elite performers in soccer and/or futsal to:  1. Describe the nature of spatial awareness and exploiting space for successful performance in court invasion sports.  2. Analyse the energy system and fitness component demands for a player to exploit space.  3. Evaluate the use of game structures, such as substitutions. | 1, 4 | 1 | Students will undertake this task as a maximum 1500-word report or 9-minute multi-modal presentation. |
| **Students will analyse how skill transfer has impacted on their ability to execute a Korfball shot.**  Students will participate in the game of Korfball to collect, analyse, and evaluate evidence to demonstrate contextual application of knowledge and understanding of the focus areas and movement concepts and strategies.  Students will extend and apply skills in collecting reliable and ethical evidence, which will include the use of technology, existing data collection methods, and developing their own data-collection tools.  Students will collect evidence of themselves and elite players in order to:  1. Analyse the biomechanical effectiveness of their Korfball shooting technique.  2. Evaluate the positive and negative skill transfer that has occurred in relation to their perception-action capabilities when executing a Korfball shot. | 1, 4 | 1 | Students will undertake this task as a maximum 9-minute or 1500-word report multi-modal presentation. |

Assessment Type 2: Self-Improvement Portfolio – weighting 40%

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| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| A | AE |
| **Students will evaluate the improvement of their performance of a chosen skill, and the effectiveness of the strategies they have implemented.**  Students will undertake a personal journey of improvement with a focus on improving their ability to execute a chosen skill successfully. They reflect on their performance to identify the psychological aspects related *to body awareness, movement quality and executing movement*.  Students design and implement strategies, such as plans, programs, coaching methodologies, skill acquisition principles, and/or other strategies, to improve the execution of their chosen technique.  They collect evidence to monitor improvement and the effectiveness of the implemented strategies at regular intervals over a period of time. Students use this evidence to make modifications to the implemented strategies.  The self-improvement portfolio will include:   * outline of the context through a brief introduction, which identifies the physical activity and focus area/s for improvement * evidence of the ongoing cycles of improvement undertaken by the student, including: * analysis and evaluation of evidence collected prior to and throughout the duration of the improvement process * application of evidence to inform the implementation of and any modifications to the strategies * evaluation of the implemented strategies * evaluation of the improvement of the identified aspect of physical activity * demonstrated contextual application of knowledge and understanding relevant to their focus area/s of improvement. | 1, 3, 4 | 1, 2, 3 | The self‑improvement portfolio should be a maximum of 24 minutes for oral or multimodal presentations, or a maximum of 4000 words. |

Assessment Type 3: Group Dynamics – weighting 30%

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| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| A | AE |
| Students will prepare for and participate in an Intercol Korfball competition against the Stage 2 PE students from another school. They will train and play with an allocated team within the class, working collaboratively in preparation for the competition in Term 3.  Students will undertake one of the following roles: Fitness Coach, Motivational Coach, Technical Coach, Tactical Coach  **Students will analyse how they impacted the team to afford them greater opportunity for success in the Korfball competition.**  Students will individually complete an *analysis and evaluation* of the impact that they, as individuals, had on the performance of other team member(s), through their coaching role.  The analysis and evaluation should:   * outline the context through a brief introduction, which identifies the role(s) undertaken by the student and their aims for improving the performance and/or participation of others * evaluate the process of improving performance and/or participation of group members, including: * analysis and evaluation of evidence collected prior to and throughout the duration of the group dynamics activity * reflection on and evaluation of performance and/or participation improvement of others * evaluation of the effectiveness of implemented strategies * evidence of the collaborative skills applied by the student. * demonstrate contextual application of knowledge and understanding relevant to their role(s) through the evaluation of the process | 1, 2, 4 | 1, 2, 3 | Students will undertake this task as a maximum 12-minute, screencast. |

*Four or five assessments.**Please refer to the Stage 2 Physical Education subject outline.*