# 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) |
|  |  |  | **2020** | **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) |
| AC | AE |
| **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. | 1,2,4 | 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. |
| **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. | 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%

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| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| AC | AE |
| **Individual sporting or physical activity pursuits**  Students undertake a personal journey of improvement with a focus on preparing for the City to Bay fun run. Students identify a personal goal for the City to Bay fun run and identify one or more aspects of their ability to participate/perform in this fun run for improvement through reflection on data and feedback.  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. | 1,3,4 | 1,2,3,4 | Students submit their evidence of for the improvement analysis in two interconnected parts:   * a Portfolio of evidence * an Evaluation.   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. |

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) |
| AC | AE |
| Students work with their class, or with a larger group from across other year levels within their school, to create a class (or lunchtime) Touch competition. Each student undertakes *at least two* 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 | 1,2,3 | 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 2020).*