# 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) |
|  |  |  | 2022 | **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 |
| **Biomechanics- Baseball**  Students investigate the biomechanical efficiency of their baseball pitch when comparing themselves to a partner. They will analyse and evaluate two performances with reference to a professional pitcher to explain how biomechanical efficiency impacts the outcome of performance (Greater pitch velocity). | 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. |
| **Physiological Demands (Energy Systems)-Touch Football**  Students compare, analyse and evaluate the physiological demands, with reference to the energy systems, of the game of Touch Football when played at the ‘elite’ and at Year 12 PE level. Students access data on ‘elite’ performers and collect a range of appropriate data on their own performances for comparison. This data is used to analyse and evaluate the energy system usage of ‘elite’ and Year 12 PE level Touch Football and to consider how the performance of movement concepts and strategies affects the physiological demands. | 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) |
| A | AE |
| **Self-Improvement Portfolio**  Students undertake a self-improvement analysis task with a focus on one of the following options:   * Physical activity I.e. Increase aerobic capacity or muscular strength * Skill development I.e. Develop a yoga pose * Technical development I.e. Improve Football kicking technique   Students design and implement strategies such as plans, programs, approaches, and/or tactics, with the goal to improve performance in their identified option.  Throughout multiple cycles students will collect evidence to analyse and evaluate improvement and the effectiveness of their implemented strategies. | 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** |
| **Group Dynamics**  Students prepare for and participate in a Volleyball competition, working collaboratively with one or more other people in a group.  Each student undertakes a specific role within the team with a goal to improve the participation and or performance of another team member(s). Students use evidence to justify the success of their role when complete an individual analysis and evaluation of the impact they had on the participation and performance of another team member(s). | 1,2,4 | 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.*