**Stage 1 Physical Education**

**Assessment Type 2: Physical Activity Investigation**

**Modified Games Participation Analysis**

**Task Background:**

Traditional sports such as Cricket, Soccer, Football and Golf can be modified to increase inclusivity and participation.

**Description of Assessment:**

Your task is to explore one of the ‘modified games’ you have participated in and explain how the modifications to the original format of the game have impacted inclusivity and in-game participation of players.

You collect data to demonstrate the improved level of participant activity that can be specifically attributed to the modification/s to the game. This data will be made available to all students for individual selection of data relevant to their specific response. This may include:

Movement data (GPS Data, pedometer reading, etc.)

Physiological demand (heart rate, breathing rate, perceived exertion etc.)

Amount of time spent *involved* in the game (statistics, game data, etc.).

Individually, students examine how the modifications to the game have increased the inclusivity and accessibility for participants. This may include reference to:

Physiological differences – age, gender, body composition, fitness levels

Socio-cultural – previous sporting experience, attitude to physical activity

Engagement – time required, scoring opportunities, novelty, simplicity of rules, etc.

**Response Requirements:**

Your response explores and analyses the improvement to inclusivity and participation that modification to games can achieve. The response produced is to be presented to the Head of Physical Education at your school to promote the use of this modified game within classes that contain a diverse range of students.

The response should be a maximum of 9 minutes for an oral or multi-modal presentation. For a written response, the evidence presented should be a maximum of 1500 words.

The evidence collected to support the response is compiled in an appendix and submitted with the response.

**Assessment:**

The specific features assessed in this task are:

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

**A3** Communication using subject-specific terminology

**EAR1** Exploration and analysis of evidence relating to physical activities

**EAR2** Reflection on movement concepts and strategies.

**EAR3** Reflection on ways to improve participation and/or performance.

**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. |

**Teacher comment:**  **Assessment Grade:**

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