Stage 2 Physical Education

Assessment Type 2: Improvement Analysis

Movement/Sport/Activity: Individual physical activity pursuits for a small class

**Task Description:**

Students undertake a personal journey of improvement with a focus on a school, community-based or individual physical activity. They reflect on their participation and/or performance to identify an aspect of physical activity for improvement. This may include a focus on physiological, biomechanical, and/or skill-development areas related to one or more movement concepts and/or movement strategies.

Students design and implement strategies, such as plans, programs, approaches, and/or tactics, to improve the identified aspect of physical activity.

They collect evidence and/or feedback to monitor improvement and the effectiveness of the implemented strategies at regular intervals over a period of time. Students use this evidence and/or feedback to make modifications to the implemented strategies. The improvement analysis task includes:

* an outline of the aspect of physical activity identified for improvement
* a description of the strategies implemented for improvement
* research on, and modifications to, the implemented strategies
* details of changes to the identified aspect of physical activity at regular intervals
* reflection on evidence relating to movement concepts and strategies
* recommendations for future directions on identified improvement.

**The Response:**

Students produce their improvement analysis response *as they undertake* their individual journey of improvement. Their response format should suit the format of the evidence that they collect, and may include presentation of different forms of evidence (video, oral, written).

The improvement analysis response should be a maximum of 24 minutes for oral or multimodal presentations, or a maximum of 4000 words.

The response should include:

* analysis and evaluation of evidence relating to the aspect of physical activity identified for improvement
* research on and implementation of strategies for improvement
* evaluation of and modification to the implemented strategies
* an evaluation of the improvement of the identified aspect of physical activity
* reflection on, and evaluation of, the overall success of the strategies implemented for improvement
* recommendations for future directions.

**Assessment Type 2: Improvement analysis ideas**

The ideas listed below are not exhaustive, however they provide support to students to consider a broad range of ideas for their improvement analysis assessment.

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| Resistance training program   * analyse physiological improvements | Focussed towards a particular sport (what muscle groups and what movement patterns are specific to that sport) |
| High intensity interval training program | Focussed towards a particular sport (what are the physiological demands, rest, recovery, work-to-rest intervals, interplay- movement patterns are specific to that sport) |
| Technique analysis  - biomechanical/physiological focus | This could be also used for golf, tennis, running, athletics events etc. |
| Team sport – analysis of improvement of specifically identified aspect  (basketball, volleyball, touch) | Court movement, ball movement, defensive and offensive structure |
| Psychology – lawn bowls | Visualisation students explore their lawn bowls delivery from a psychology perspective – goal setting, mental rehearsal, positive self-talk – etc. |
| Rehab from sporting injury (physiological factors affecting performance) | Focussed towards a particular injury (knee/shoulders/ACL) – how are they getting physically active again |
| Technology to improve performance | Skill acquisition technologies coming out to give greater exposure – therefore bringing about skill development faster (reaction times in soccer goal keeping) |
| Kayaking/rowing technique or biomechanics analysis | Improvement in paddling – forward and backwards, sweep and draw) - capture footage and analyse each night and consider improvements |
| Surfing | Technique focus (balance) rather than training |

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. |