# Pre-approved Learning and Assessment Plan

Stage 1 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) |
|  |  |  |  | **1** | **P** | **H** | **D** | **10** |  |

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.

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| Signature of principal or delegate |  | Date |  |

# Assessment overview

Stage 1 Physical Education (10-credit)

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: PerformanceImprovement – weighting 50%

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| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| AC | EAR |
| **Touch – Physiology and improvement**  For the sport of Touch students collect and measure personal and team game and fitness data to investigate the demands of the sport.  Part A: Using the knowledge they have developed about the demands of Touch football, the data they have collected and other relevant resources students analyse their personal physiological suitability for playing Touch.  Part B: Students identify a training session that they participated in during their Touch unit and justify how it was suitable for improving their own performance in Touch. | 1, 3 | 1, 3 | The evidence presented in your response should be up to a maximum of 9 minutes for an oral or multi-modal presentation.  If the response is written then it should be up to a maximum of 1500 words.  APPENDIX – submitted with the response  A folio of evidence is collected, including data, references to resources used and an outline of the touch training session analysed in Part B. |

Assessment Type 2: Physical Activity Investigation – weighting 50%

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| --- | --- | --- | --- |
| Assessment details | Assessment design criteria | | Assessment conditions  (e.g. task type, word length, time allocated, supervision) |
| AC | EAR |
| **Korfball - Inclusivity**  Students prepare a screencast advocating for the sport of Korfball to be offered in Sports programs in schools, based on the argument that ‘Korfball is truly inclusive”. The audience for the screencast are Sports Coordinators and relevant associations providing sporting programs for schools. | 1, 2, 3 | 1, 2, 3 | The response for this task is to be presented as a screencast of up to a maximum length of 9 minutes. |

*Two assessments.**Please refer to the Stage 1 Physical Education subject outline for teaching from 2020.*