

Managing the Assessment Type in a Covid interrupted year



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AT1

Students undertake two or three diagnostics tasks.

They participate in one or more physical activities (sports, theme-based games, fitness and recreational activities) to collect, analyse, and evaluate evidence to demonstrate contextual application of knowledge and understanding of the focus areas and movement concepts and strategies.

- Reduce Assessment features assessed- A1 & A4, AE1 are most common.
- Game evidence/data may need to be external to their own, ie.:
- Elite data sets (GPS, statistics, etc)
- YouTube vision- 10 mins clip of a game
- Students could collect personal data and compare with elite, ie:
- Fitness test results
- Anthropometric or somatotype, etc.
- Students could complete smaller skill type data at home



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AT2

Students undertake one self-improvement portfolio task.

- Students undertake a personal journey of improvement. 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 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.

- Choose ONE of physiological, biomech or skill. Make this clear
- Period of time= Don't make this huge. Keep it small and manageable.
- If covid may cause an issue- focus on improving in something that doesn't require other people (or other resources) that they may not have access to.
- They don't have to improve.



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AT3

The purpose of this assessment type is to extend the focus of physical activity beyond the individual to investigate impact on the participation and performance of others.

Students prepare for and participate in a selected sport or physical activity, working collaboratively with one or more other people in a group.

Students undertake at least one role within the group. They evaluate and analyse the impact their role had on the participation and performance of other group member(s).

- Fitness Coach - Tactical Coach - Technical Coach - Motivational Coach (choose one! Keep it simple)

Keep it simple: <https://www.youtube.com/shorts/E8f-giFxN8Q>

- Coach one or two people only (not a whole team)
- Focus in tightly on what is being coaching (ie. Rather than 'Volleyball performance'- focus on the spike, serve or court movement specifically)
- If at home- use Team, WebEx or Zoom as a coaching tool- this is a great way to show collaboration skills as well



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Moderation and marking panels



If you are interested in joining a Stage 2 assessment panel, complete the form that can be found on the SACE website:



<https://www.sace.sa.edu.au/teaching/professional-learning/apply-for-a-panel>



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askSACE

+61 8 8115 4700

askSACE@sa.gov.au

Contact



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Extra Resources

<https://www.booktopia.com.au/physiological-tests-for-elite-athletes-rebecca-tanner/book/9780736097116.html>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5721191/>



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