**STAGE 2 PHYSICAL EDUCATION**

**Assessment Type 2: Connections**

**Practical Diagnostic Task**

**Part 1**

Access the two documents below and consider specified data about performance in touch football. Compile a range of data on your own performance in touch football. The information collected in Part 1 should be summarised and placed in the appendices.

Record and or summarise the following in your appendices:

* **dot point** the key statistical data from the articles below
* record your own fitness battery and record performance standards
* record your heart rate during a touch football lesson
* record statistics of key movements videoed during a year 12 touch football game.

**Documents to access:**

**Document 1: *‘Time-Motion Analysis and Physiological Profile of Elite New Zealand Touch Players during Competition’ (T Ogden, 2010)*** at the following web address to access the data indicated below:

<http://aut.researchgateway.ac.nz/bitstream/handle/10292/1035/OgdenT.pdf?sequence=3&isAllowed=y>

* **Table 4: Speed zones used for analysis of GPS game data**
* **Table 5a: Playing time differences of three different playing grades**
* **Table 5b: Substitution and average playing time differences of three different playing grades**
* **Table 6: Game movement performance differences of three different playing grades**
* **Table 7: Lactate differences of three different playing grades**
* **Table 8: Successful and unsuccessful Touch specific skills of three different playing grades**
* **Table 11: Anthropometric and fitness test results per playing position of male and female Touch players**

**Document 2: *‘On-field movement patterns: a report on the 2004-06 GPS project for Touch Football Australia’ (D Coffey*)** at the following web address to access the data indicated below:

<http://nqtouch.com.au/media/coaches/GPS%20Report%20-%20On%20Field%20Movement%20Patterns.pdf>

* **Figure 1: Analyser Graph (page 5)**

**Part 2:**

Using data from ‘Part 1’ as supporting evidence:

Compare, analyse and evaluate the physiological demands of the game of touch football played at the **Elite level** and at a **year 12 PE level** by considering the following:

* using both movement type and fitness data, **describe and analyse** the key *fitness factor and energy system* requirements for an elite level touch game
* using evidence, **analyse and** **evaluate** the *energy system usage* of your year 12 game compared with the elite game.

Your **individual response** should be up to a maximum of 1000 words for Part 2, or 6 minutes for an oral or multimodal presentation. Multimodal forms may include but are not limited to a podcast or screencast.

The information collected in Part 1 is to be submitted in the appendices and referred to in the response to Part 2.

Performance Standards for Stage 2 Physical Education

| Knowledge, Application and Performance | Analysis, Evaluation & Synthesis |
| --- | --- |
| Highly proficient performance of a broad range of specialised and adaptable movement sequences with a high degree of biomechanical efficiency.  Perceptive, consistent and accurate contextual application of tactics and strategies in practical performance.  Proactive and constructive application of communication and collaborative skills in performance contexts.  Insightful contextual application of knowledge and understanding of performance concepts.  Clear and coherent communication using accurate subject specific terminology. | Insightful and critical analysis of evidence relating to human physical performance.  Discerning evaluation and synthesis of performance-related concepts.  Perceptive and purposeful application of feedback and strategies for performance improvement.  Insightful evaluation of outcomes of implemented strategies on performance. |
| Proficient performance of a range of specialised and adaptable movement sequences, with biomechanical efficiency.  Consistent and accurate contextual application of tactics and strategies in practical performance.  Active and effective application of communication and collaborative skills in performance contexts.  Well-considered contextual application of knowledge and understanding of performance concepts.  Clear communication using accurate subject specific terminology. | Detailed and mostly critical analysis of evidence relating to human physical performance.  Well-considered evaluation and synthesis of performance-related concepts.  Thoughtful and focussed application of feedback and strategies for performance improvement.  Well-considered evaluation of outcomes of implemented strategies on performance. |
| Mostly proficient performance of specialised and adaptable movement sequences generally with biomechanical efficiency.  Mostly consistent and accurate contextual application of tactics and strategies in practical performance.  Generally effective application of communication and collaborative skills in performance contexts.  Considered contextual application of knowledge and understanding of performance concepts.  Mostly clear communication using generally accurate subject specific terminology. | Generally detailed analysis of evidence relating to human physical performance.  Considered evaluation and synthesis of performance-related concepts.  Consistent application of feedback and strategies for performance improvement.  Considered evaluation of outcomes of implemented strategies on performance. |
| Occasionally proficient performance of specialised movement sequences with varying biomechanical efficiency.  Some consistent and accurate contextual application of tactics and strategies in practical performance.  Some effective application of communication and collaborative skills in performance contexts.  Some contextual application of knowledge and understanding of performance concepts.  Communication using subject specific terminology with some accuracy. | Description and occasional analysis of evidence relating to human physical performance.  Some evaluation and synthesis of performance-related concepts.  Some application of feedback and strategies for performance improvement.  Some evaluation of implemented strategies on performance. |
| Emerging ability to perform specialised movement sequences with limited evidence of biomechanical efficiency.  Attempted application of tactics and strategies in practical performance.  Attempted application of communication and collaborative skills in performance contexts.  Attempted application of knowledge of performance concepts.  Communication with attempted use of subject specific terminology. | Identification and attempted description of evidence relating to human physical performance.  Identification and attempted description of one or more performance-related concepts.  Attempted application of feedback and strategies for performance improvement.  Attempted description of one or more outcomes of implemented strategies on performance. |