**STAGE 1 PHYSICAL EDUCATION**

***Assessment Type 2: INTEGRATED TASK***

**INTRODUCTION**

Netball at the elite level is a fast flowing game played over 4 quarters of approximately 15 minutes each. The skills / movements involved include catching and throwing. Catching and throwing are generally carried out while the player moves, jumps, attacks, defends and/or shoots goals.

**AIM**

The aim of this task is to investigate the relationship between factors of fitness and successful performance of the position of centre in Netball.

**DESCRIPTION OF THE TASK**

**Part 1:**

After viewing a 15 minute quarter of elite Netball (see appendix):

* identify the movement patterns demonstrated by the centre court player and place in a table. (Further sources may be used to provide additional evidence).

Using the movement patterns as evidence:

* identify and explain the factors of fitness needed for playing the specific position of centre.

**Part 2:**

All students in the class complete the following standardised tests:

* the sit and reach
* the vertical jump
* the 20m sprint
* the multi-stage fitness test.

For each of the standardised tests:

1. Graph the results and determine the average in each test for males and females
2. State the factor of fitness being tested in each standardised test
3. Choose a male and female and using the results from their tests, evaluate their suitability for a specific centre position in Netball.

**CONDITIONS OF ASSESSMENT**

This report should be a maximum of 750 words. Appropriate headings and referencing should be included.

**APPENDIX**

**Resourcing a game of netball**

Students can view:

* a television broadcast of a game from the national league
* an elite game in the state league competition
* a television broadcast of an international game.

**Movement patterns *may* include:**

|  |  |
| --- | --- |
| The number of sprints at a fast pace over 5 metres | The number of runs (less than fast pace) over 5 metres |
| The number of times the player jogs over 5 metres | The number of times the player runs, ie between a jog and fast pace |
| The number of leaps the player performs | The number of lunges the player performs |
| The number of intercepts the player performs | The number of times the player picks the ball up from the ground |

Performance Standards for Stage 1 Physical Education

| - | **Knowledge and Understanding** | **Practical Skills Application** | **Initiative and Collaboration** | **Analysis and Reflection** |
| --- | --- | --- | --- | --- |
| **A** | Comprehensive knowledge and understanding of the nature of physical activity.  Clear and accurate knowledge and understanding of appropriate terminology. | A high level of proficiency in practical skills and techniques in a variety of physical activities.  Accurate interpretation and highly effective application of skills, specific concepts, ideas, strategies, and techniques. | Constructive initiative and leadership in areas of physical activity.  Proactive collaboration in team activities. | Insightful and proactive analysis of, and reflection on, practical techniques and performance.  In-depth analysis of an issue related to physical activity and clearly relevant to local, regional, national, or global communities.  Thorough and focused use of information from different sources, with appropriate acknowledgment. |
| **B** | Well-considered knowledge and understanding of the nature of physical activity.  Mostly clear knowledge and understanding of appropriate terminology. | Proficiency in practical skills and techniques in most physical activities.  Mostly clear interpretation and effective application of skills, specific concepts, ideas, strategies, and techniques. | Capable initiative and leadership in areas of physical activity.  Active collaboration in team activities. | Well-considered and mostly proactive analysis of, and reflection on, practical techniques and performance.  Well-considered analysis of an issue related to physical activity and relevant to local, regional, national, or global communities.  Mostly focused use of information from different sources, with appropriate acknowledgment. |
| **C** | Considered knowledge and understanding of the nature of physical activity.  Competent knowledge and understanding of appropriate terminology. | Competent practical skills and techniques in different physical activities.  Competent interpretation and generally effective application of skills, specific concepts, ideas, strategies, and techniques. | Some initiative and contribution to leadership in areas of physical activity.  Appropriate collaboration in team activities. | Considered and sometimes proactive analysis of, and reflection on, some aspects of practical techniques and performance.  Considered analysis of an issue related to physical activity that has some relevance to local, regional, national, or global communities.  Competent use of information from different sources, with appropriate acknowledgment. |
| **D** | Some recognition and awareness of the nature of physical activity.  Some recognition and understanding of basic terminology that may be appropriate. | Inconsistent practical skills and techniques in one or more physical activities.  Inconsistent interpretation and application of skills, specific concepts, or ideas. | Occasional demonstration of initiative in areas of physical activity, with support.  Occasional collaboration in team activities. | Consideration and description of some aspects of practical techniques and performance.  Some consideration and description of an issue related to physical activity, but with limited relevance to local, regional, national, or global communities.  Some use of information from more than one source, with some attempted acknowledgment. |
| **E** | Awareness of one or more aspects of the nature of physical activity.  Limited awareness of basic terminology that may be appropriate. | Emerging practical skills and techniques in one or more physical activities.  Limited interpretation and application of skills, specific concepts, or ideas. | Emerging recognition of the need for initiative.  Emerging collaborative skills in team activities. | Description of one or more aspects of practical techniques or performance.  Identification and some description of an issue related to physical activity.  Attempted use of information from a source, with limited acknowledgment. |