

STAGE 2 COMMUNITY STUDIES
ASSESSMENT TYPE 1: CONTRACT OF WORK
TASK 2: FOLIO

Purpose

This task requires you to compile and maintain a structured record of evidence to document your learning related to all parts of your contract of work. Your folio should include evidence of the development of one or more capabilities related to the community activity.

Description of assessment

Completing this assessment involves providing structured evidence of:

- planning, undertaking, and completing your community activity
- engaging in activities to complete your community activity (e.g. telephoning or emailing, researching from different sources, summarising meetings, and formulating plans) and presenting these in different forms (e.g. digital recording, photographs, transcripts and other appropriate forms)
- explaining changes or modifications to the contract of work, and the reasons
- inviting feedback from others, including the community contact(s)
- reflecting on the ongoing development of knowledge, skills and capabilities - journal reflections.

Assessment conditions

Your folio may be presented in one or a combination of written, spoken, or visual forms, and may include the use of digital technologies.

Learning Requirements	Assessment Design Criteria
<ol style="list-style-type: none"> 1. negotiate, plan, and make decisions about a community activity, and develop challenging and achievable goals for the contract of work 2. identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development 3. work individually and with others 4. locate, select, organise, and use ideas, resources, and information 5. learn in a range of settings, including the school and the wider community 6. take practical action in the community 7. seek feedback from the community 8. present the activity to the community 9. evaluate and reflect on the completion of the contract, the feedback received, and their own learning. 	<p>Planning and Organisation</p> <p>The specific features are as follows:</p> <p>PO1 Planning, exploration, and development of a contract of work with challenging and achievable individual goals, and strategies for completing the contract.</p> <p>PO2 Identification of existing knowledge and skills, including literacy and numeracy skills, and new knowledge and skills to be developed.</p> <p>PO3 Exploration of relevant capabilities and identification of one or more capabilities for focused development.</p> <p>Communication and Interaction</p> <p>The specific features are as follows:</p> <p>CI1 Interaction with community contact(s), which includes inviting and responding to feedback.</p> <p>CI2 Presentation of a record of evidence, including reporting on the progress of the community activity against individual goals, and development of one or more relevant capabilities.</p> <p>CI3 Presentation of the community activity and its outcome to a community audience, using relevant knowledge and skills.</p> <p>Fulfilment of Contract of Work</p> <p>The specific features are as follows:</p> <p>FC1 Completion of work in a contract.</p> <p>FC2 Practical action in the local or wider community.</p> <p>FC3 Selection of different sources and application of ideas and information relevant to the community activity.</p> <p>FC4 Development and use of specific knowledge, skills, and capabilities to complete work in the contract.</p> <p>FC5 Independent work and, where relevant, contributions to shared learning situations.</p> <p>Reflection</p> <p>The specific features are as follows:</p> <p>R1 Evaluation and review of ongoing progress of the community activity against individual goals.</p> <p>R2 Reflection on the development of knowledge and skills, including the selected capability or capabilities, and their application to the community activity.</p> <p>R3 Reflection on the value of the community activity to the student and to others.</p>

RECORD OF EVIDENCE

readers please note- old capabilities have been addressed as work was completed prior to 2016.

Journals

Week 5 Term 1 February

So far in my community studies I have nearly completed my contract. I have been going through and making my answers more detailed which will hopefully give me a better grade. My next step to do is finish the final few questions of my contract then I am completed. A draft is due by _____ so I have one day/night to complete it. I have been finding the contract reasonably easy so far and I'm going along on time.

Week 6 Term 1 March

I completed my contract and handed it to the teacher. I received a draft back and am ready to hand up my second draft. The teacher was very pleased with my first draft which I was glad with.

Week 7 Term 1 March

This week I am looking to complete my letter going out to the parents of my players. I won't be able to hand it out until I am given my team and know who I'm coaching. I will have to wait until the start of next month for the first training.

I completed my letter going out to the parents but I can't hand it out until I know my team which will be at the start of April.

Week 8 Term 1 March

I am going to put in the finalised date of my coaching course in my hour's table. I'm also going to look up some more training drills for my team to do. I'm going to organise what drills I'm going to do at the first training.

Week 9 Term 1 March

I spent this week preparing for the first training. I also organised how I'm getting to Elizabeth for the training session on the 8th. I've been emailed the fixture and the rules for the U/9's season by the President of the junior committee.

Week 10 Term 1 April

Wednesday night I took part in the first training for the U/9's. At the start of training we called all the players in and introduced ourselves. We had about 28 players at training which was good to see. We aren't choosing teams until the week before the game which won't make much difference because both teams will train together.

Last night at training I met the other coaches of the U/9's and the coach of the U/11's. The U/13's and U/11's train on the big oval while the U/9's train on the little oval at

oval. Last night at training we split the players into 3 teams for a mini trial match after the warm up which was handballing and kicking. Liam and I took one team while the other U/9's coaches took the other 2. We had 3 mini games going on and Liam and I were umpires.

Week 11 Term 1 April

Monday night I attended the level 1 coaching session at [redacted] Football Club. We were given booklets and information on how to coach. We also got handed out forms that need to be returned by the 31st July [redacted] to Scott [redacted]. I found the course very interesting and it was an eye opener. The main point he got across was to give everyone equal game time or the parents will come up to you and complain. I'm coaching U/9's so the idea is for the kids to have fun and not about winning.

Wednesday night I had U/9's training at [redacted] Football Club. [redacted] and I took the warm up and stretch's at the start of training. Liam would say the drill and I would demonstrate it so the kids knew how to do it. To the right are the drills we did except I added a calf stretch for them to do. We spent about 5 minutes stretching and I want them to know stretching is a very important thing to do before exercise whether it's football or going for a run. Stretches included head and neck, [redacted] Warm up and stretches diagram removed due to copyright. shoulders, chest, biceps, triceps, gluteal, outer thigh, hamstrings, quads, calf, upper back and lower back.

By the end of this week my aim is to have more training drills saved and printed off ready for training next week. I also need to print my parent permission slip off for the Junior President to sign then photo copy the forms and hand them out to the parents.

I completed what I said I was going to do and I saved all the emails I've received from the Junior President at [redacted] Football Club. Next week I plan to print everything off that I have done so far and put it into my folio.

Holiday Work April 2013

The training in the holidays went well. We start the training off with a lap then stretches. We then get them into handballing followed by kicking. Once that is all done we get them into their teams we play a match. It's fun for them to play a game but it also gets them learning the rules and basic skills of the game. I walk around the ground and let players know where to run and where to lead too.

Game 1 VS

I coached my first game for the under 9's. Unfortunately because they are under 9's they are more about having fun and getting used to the game and the rules and because of that no one is allowed to keep the score. If it was possible to keep the score I would.

I'm happy with the way the team asked questions for example if they weren't sure what position they are in they would ask and I would take them on the ground and show them. Everyone player on the team went well and I honestly believe every player got a touch. The downside of the night was a couple players getting hurt. One player got hit in the face with the ball which made one of the lenses in his glasses brake. He started crying so I walked him over to his parents for them to look after him. Another time one player was crying and I didn't know why because the ball way the other side of the oval but when I asked him what had happened and he said someone stepped on his fingers so I helped him over to his mother who gave him a cuddle then he was fine and ran back out on the ground. The young lad with glasses got injured in the 2nd quarter and went back on in the 4th.

It was hard putting players in position for each quarter but I tried to even it out and make sure everyone played in every position. While giving everyone a fair go I also tried to make sure each section on the field was as even as possible. I enjoyed my first game coaching and I'm looking forward to the next game already.

Week 1 Term 2 May

Wednesday night at training I'm going to get the players to concentrate on kicking while running. I found they found it difficult doing that in the game so to help them develop I'm going to take a drill where there are six groups with a cone ten metres out in front of each group. The player at the start of the group will have a ball and they run up around the cone then kick the footy back to the next person in line and the next person does the same and it keeps going like that. If I find ten metres is too close I will extend it out to give room for a longer kick.

Week 2 Term 2 May

I have handed up a draft of my folder and I've received that back. I need to analysis my work that I have done so far and hand out the forms I have to give to parents to make sure it's all good for me to take photos of their children. I also need to fill out my police check so they know I don't have any criminal history and I also need to fill in a folder I received at the level 1 coaching course. The police check and the folder need to be filled out by May 24th which is a Friday. I plan on bringing the folder to school to work on it in lesson time and I need to ask the teacher for some help filling out the police check. I'm hoping to get this all done by the end of this week.

Last night at training I handed out the parent permission slips to every player to give to their parents. I got to training early and met up with _____ the junior President to get him to sign all the forms I had. Once I completed that I took training with Liam, we started with

straight through handball then took that into kicking. Once that was finished we got them into a new handball drill but the players didn't seem to be getting into it and they were mucking around so Liam and I made them run a couple laps. They did a new drill and we told them if they do it right they will get to play a game with the other team, Once we said that they behaved and we had a good training from then on. Once the game was finished I handed all the forms out to the players.

Week 3 Term 2 May

This week I have brought my level 1 coaching booklets to school to fill out and to also read and analyse the information in the coaching manuals. I need to hand my police check and hand up my level 1 coaching booklet once completed to [redacted] the junior president of the [redacted] Football Club by the 24th May 2013. I have completed a few pages of my level one coaching book but I do not really understand it so once I have asked some one I'll complete it and hand it back with the police check. I have completed the police check I just need to catch up with a police officer to sign it. Tonight at training I'm going to start off with basic drills I've done before then get them into some more complex drills that they will hopefully understand.

Last night at training I did basic handball and kicking drills then an old coach came up to me and said he had a drill in mind for them to do. I put them into 3 groups of 5 and he took one group to demonstrate it to the rest of the team. Once they all understood it they went out in their groups of 5 and gave it a go. The drill wasn't easy to understand and I thought the players wouldn't understand but to my surprise they did. The drill was 2 players have the ball and they handball it to each other without the other three players getting the ball. I took one group and two fathers took the other two groups to help them. We kept changing the two with the ball and the drill worked out very well and it's one I'll do at every training from now on.

Week 4 & 5 Term 2 May

I am currently completing my police check and level 1 coaching course booklet which was due last week. Training last night went well but the players felt the need to just muck around and do whatever they wanted. When I said about doing a scratch match they all listened up. Training next week is on a Thursday because [redacted] Football Club players from the AFL are coming out to help with training. The week after that training is on a Tuesday because players from [redacted] Football Club are coming out to help with training.

Week 6 Term 2 June

This week I couldn't attend the Tuesday night training because I had work. I took all the gear for the U/9's home last weekend after the game and I've made the team ready for the next game. The U/9's have two weeks off just like the senior grades at [redacted] because this

weekend is a long weekend which is when the association team plays and the week after is our club bye. The U/9's are training next week on Thursday because some players from Football Club are coming out to train the kids.

Week 7 & 8 Term 2 June

The past two weeks my team haven't played because of association bye and the club bye. I haven't been able to train the team because they had it Tuesday a week ago with Football Club players and last Thursday they had training with Football Club players. I was unable to attend due to work, I will continue coaching this Wednesday night as trainings resume like usual. The game this weekend is against at their ground.

Last night at training my other coach couldn't make it so I had to train my team by myself. I started off with 3 groups doing straight through handballing then after a while we took the cones back and they did straight through kicking. Once that was completed I kept the 3 groups but I made each player stay down the same end while two Dads of the players and me kicked the ball to them while they were leading. For the more skilful players on the team I kicked the ball high to give them a challenge. Around 5:00pm the (Reds gave us Blue) a trial match for the rest of the training which is to 5:30pm. Once training was completed (Red Coach) called all the players in and told them when and where the teams were playing this weekend. (Red is playing at 8:30am at and Blue is at 9:30am at . After he said that information he got them into a single file line and hand them a football each which is supplied to every U/9 player at every club to not just help out the players but to help out the coaches because the players can bring the footballs to training so we have enough balls to do the drills we want.

Week 9 Term 2 June

At training tonight I need to give out the best player for the last two weeks. Two players each week are supposed to get an award that we call best players. Something I've done wrong is I haven't kept track of who I've given the awards too because we are supposed to give one award to each player. Tonight at training I'm looking to concentrate on their attack on the ball and kicking. They attack the ball well but when they get it and see opposition in front of them they panic and they don't hit many targets kicking which they need to work on.

Last night I got to training 10 minutes late because I was at the hairdresser. split up the second year players and the first year players. and I got the older players and took the younger ones. The drills we did were handballing, kicking, marking and a half oval keep off game. They got into two teams and kicked it around to each other with

pressure from the other team. The last 5 minutes of training and I made them run laps because they weren't listening.

Holidays

On Tuesday 16th July (Coach) and I had a meeting at house. is the junior president at Football Club. He had arranged for and me to come around for a meeting to complete more of the book that we received at the coaching course at Football Club. is a school teacher which is very useful because he explains things easily. We were there for a bit over an hour and got a lot of work completed. I'm grateful for having helping us out because he is a good bloke.

On the 20th July we had a game against at It was an early wake up as their game started at 8:30am. I got to the oval at 8:00am and already 8 players were there. I got them their Guernseys and got them into a handballing drill. stands with in the coaches' box and gets each player organised when they arrive. I gave the award to who had a brilliant defensive game.

The club has asked the players to take home and wash their own Guernseys so the club can save some money. That works out better for and me because we don't have to carry them around.

On Wednesday 24th July was unable to attend training due to work. I arranged with the U/17's captain, T to come help out. I brought the players in after the warm up and introduced them to T. I was happy to have T there because training would have been a struggle without him. I split the team into three groups to do a game situation drill. T took one group, a parent that is there every week helped me with another group and I took the third group. was at training taking some notes to put into my level 1 coaching course booklet.

Friday night game

Week 2 Term 3 July/ August

Couldn't attend training due to being on a PE kayaking camp for school. Luckily was there to take training.

Couldn't attend the game due to getting back late from PE camp. We finished Kayaking at 3:30pm at West Lakes and i knew I wasn't going to make the game and had work so I organised for the U/9's overlooker to coach who is also a father of one of the players.

Week 3 Term 3 August

Training went well. Tried some new drills with the help of some parents and the kids were listening which is good. They don't have a game this week but they are looking forward to playing in the carnival.

We travelled to _____ to play this Friday night and the kids looked more energetic than they have ever looked. We were a player short so the other coach and I agreed to only have 4 players in the midfield which worked out well because it gave them more space to run in. I've never seen the team play so well all year, they used their teammates when they were under pressure and they were hitting majority of their kicks which was brilliant. I hope they play this well in the carnival because they enjoy their football more when they are getting lots of possession.

Week 5 Term 3 August

I wasn't able to make an appearance at training tonight due to visiting a friend in _____ Hospital.

Football Carnival at

Yesterday I woke up at 7:30am to get ready for a day of coaching. I filled the water bottles up, got the board and put each player into a position and I made sure I had everything. I left home at 9:00am and got to the oval at 9:25am. It took me 10 minutes to find a park but I eventually found one. The _____ Football Club had put together a tent for all the players to relax around with \$1 drinks and a free sausage sizzle. Our first game was at 10:00am on the far side 'south' of the main oval. We were a few players short so the _____ Reds supplied a few players and they were extremely helpful. Every team played two quarters which went for 10 minutes each. The first game we versed one of the best teams which was _____ Central and we didn't have the best game. Once the game was completed we sat and watched the _____ Reds play. There was a big crowd with made the players extremely excited because most games this year only one parent from each player was there and on Sunday the kids brought their whole family along. The second game was played on the outer wing of the oval and we had to get two players from the other team. We versed _____ and the team played really well, there defensive pressure was brilliant and it made me very proud as a coach because that's one of the aspects of the game we work on at training. The third game we played at the opposite end of the first game and we versed _____. There was a mud patch in the middle of the oval and the players were more interested in playing in that than playing football. I didn't really mind because they were having fun and you don't want to take a smile away from a kids face. After the game we got their Guernseys back and then told them when the presentation was. Liam and I thanked the boys for a brilliant season and asked them if they could stick around for the presentation of the day. One player from every team got a trophy for team work on the day; they didn't have to touch the ball 40 times to get the trophy they had to show they were a team player. _____, a few parents and I had a talk and we all agreed to give it to _____. _____ is one of the

smaller players in the team, he doesn't get lots of the ball but when he does he looks for a team mate straight away and executes the kick or handball extremely well. and the other trophy recipients will hopefully have a photo in a local paper this week which I hope to get. All in all it was a successful day and everyone had a fun.

Presentation Sunday 8th September

I was unable to make an appearance at the presentation due to illness.



South Australia Police National Police Check Application



Please complete page 1 of form online before printing. *Denotes mandatory field
Enquiries: Information Services Branch (T) 08 7322 3347 - GPO Box 1539 Adelaide SA 5001

Government
of South Australia

APPLICANT DETAILS

Print Form

Family Name*

First Given Name*

Other Given Name(s)

Specify Other Name Type

Maiden

Previous

Alias

Note: if you have more than one previous name, list on a separate sheet and attach to application

Other Family Name

Other First Given Name

Other Given Name(s)

Current Residential Address*

Suburb/Town

• Example of a National
Police Check Application
(Police check)

State

Postcode

Postal Address (NPC will

Suburb/Town

State

Postcode

Previous Address

Suburb/Town

State

Postcode

Birth Place - Town/City*

State*

Country*

Home Telephone

Work Telephone

Mobile Telephone

Driver's Licence No.

State

Date of Birth* (DD/MM/YYYY)

Gender*

/ /

Male Female

PURPOSE OF CHECK: Purpose must be clearly stated e.g. Aged Carer, Youth Leader, Contractor in Schools, Visa.
Generic descriptions i.e. 'Employment', 'Work', 'Uni Placement' are not accepted.

CATEGORY*

Employment/Probity/Licensing
Visa

Working with Children/Vulnerable Groups
Access to National Security Information

CHECK TYPE*

Individual (I)
VOAN Volunteer (VC)

Individual Concession (IC)
Core Check (CR)

Volunteer (VP)
Government (EG)

FINGERPRINTS (Only Livescan prints accepted)

Livescan Fingerprints required (additional fee)

Livescan Reference Number: _____

- NPC and Fingerprints must be paid for together.
- Livescan Reference number must be recorded on this form.
- Refer NPC FAQ's for Livescan locations and additional Fingerprint information.

CONSENT

- I certify that the applicant details I have provided on this form are true and correct. I hereby consent to the release of full details of any person history and any other relevant information including pending charges or outstanding warrants that any Australian State / Federal / Territory Police or Law Enforcement Agency may have in its possession with reference to me. This includes any spent or rehabilitated convictions (however described) under State / Territory / Federal Legislation.
- I discharge and agree to indemnify and hold harmless the State of South Australia, each of the Australian States / Federal / Territory Police or Law Enforcement Agencies and their employees, servants and agents from and against all claims, demands, actions, law suits, proceedings, costs and damages whatsoever arising out of, or in any way connected with, the release or use of the information.

Applicant Signature: _____ Date: ____ / ____ / ____

Guardian Signature: _____ Date: ____ / ____ / ____
(if applicant is under 16 years of age)

VOLUNTEER AUTHORITY - Appropriate Section Must Be Completed By Organisation

VOAN (Volunteer Organisation Authorisation Number)

I declare the applicant named on this form is an unpaid VOAN volunteer and *Second page of the nt*

VOAN: _____ Organisation: _____

Authorised Officer's Name: _____

Authorised Officer's Signature: _____

--- OR ---

*Police Check
needs to be signed by
a SAPOL employee*

VOLUNTEER (Reduced Fee)

I declare the applicant named on this form is an unpaid volunteer and is eligi

Volunteer Organisation: _____

Authorised Officer's Name: _____

Authorised Officer's Signature: _____

PROOF OF IDENTITY (100 Point ID - at least one form of ID from Category A required)

Applicant to present original ID documents + photocopy for certification. Please provide ID in one name otherwise proof of name change is required (i.e. Marriage Certificate, Deed Poll).

CATEGORY A	POINT VALUE	CATEGORY B	POINT VALUE	
<input type="checkbox"/> Passport (current or expired within 2 yrs but not cancelled)	70	<input type="checkbox"/> Public Service Employee ID Card	40	
<input checked="" type="checkbox"/> Birth Certificate (not Extract)		<input type="checkbox"/> Tertiary Education ID Card		<input type="checkbox"/> Centrelink Card
<input type="checkbox"/> Citizenship Certificate		<input type="checkbox"/> Firearms Licence		<input type="checkbox"/> Veteran Affairs Gold Card
<input checked="" type="checkbox"/> Driver's Licence (including foreign licence)	40	<input type="checkbox"/> Mortgage Documents	35	
Value of Points = _____		<input type="checkbox"/> Proof of Age Card	25	
		<input type="checkbox"/> Medicare Card		
		<input type="checkbox"/> Council Rates Notice		
		<input type="checkbox"/> Insurance Renewal (not Health Insurance)		
		<input type="checkbox"/> Bank Statements (cannot be used if Credit/Bank/Debit card is from same account)		
		<input type="checkbox"/> Bank/Credit/Debit Cards (maximum <u>two</u> cards from different institutions)		
		<input type="checkbox"/> Land Title Records		
		<input type="checkbox"/> Motor Vehicle Registration		
		<input type="checkbox"/> Seniors Card		
		<input type="checkbox"/> Electoral Enrolment Card		
		<input type="checkbox"/> Rent Records (< 6 months old)		
		<input type="checkbox"/> Proof of name Change (e.g. Deed Poll, Marriage Certificate)		
		<input type="checkbox"/> Utility Accounts (only one < 6 months old)		

(Cheques made payable to 'SA Police')

AUTHORISATION: **SAPOL EMPLOYEE** **JUSTICE OF THE PEACE** (Tick appropriate box)

I have witnessed the applicant's signature and am satisfied as to the correctness of the applicant's identity as per the attached certified identification documentation.

Name: _____ ID Number: _____ Signature: _____

Date: ____ / ____ / ____ Fee Paid: (if applicable) \$ _____ Receipt Number: _____

Please return authorised PD267 form to VOAN applicants for endorsement by VOAN organisation.

23 photographs were removed due to confidentiality

these photos were images of the students training and playing football throughout the season

permissions were obtained from all parents to photograph the students

In this photo you can see the cones which mark out the zones.



one page of images showing the coaching resources removed due to copyright

RESEARCH TASK

Year 12 PE and Health, Recreation & the Community

This task is designed to give you a quick overview of the level of detail needed when researching and referencing topics. Remember the 5 Ps!

Pick a sport, a recent event (such as the Tour Down Under, Australian Open) or a recreational activity that interests you.

Part One – Brainstorm/Mind Map

Create a brainstorm or mind map of all the key components to the sport/event/activity.

- Consider the 5 Ws – Who, What, Where, When, Why and How. For example: Where is it played? When did the event first begin?
- Key Ingredients – Think of a mind map as noting all the key ingredients to the recipe. For Example: Umpires, Sponsorship, Coaches, Rules, etc.

Part Two – Research

Find 3 items related to the sport/event or activity. Ensure you collect:

- 1 primary source
- 1 secondary source
- 1 source that is a book/newspaper i.e. not online

Refer to the Referencing Booklet as a guideline.

Part Three – Analyse (to examine in detail in order to discover meaning, essential features)

In your own words, analyse the information. You may use dot points or prose but you must go into detail – at least a paragraph or 6 dot points.

Part Four – Reference

Once again refer to the Referencing Booklet as a guideline. Ensure you check your source for all possible details. For example: Editors, Editions, Year Published, Author and Title.

This is a necessary part of all your research in any subject at Year 12 level. It is very easy once you have formed the habit!

Good Luck

Due: Monday Week 3

This is a research task which was received at the start of the year.

Issues Analysis

The issues analysis enables students to investigate a chosen issue that is related to physical activity and relevant to local, regional, national, or global communities. Students are expected to analyse critically and interpret their findings and experiences. Discussion with students should emphasise the most appropriate methods of seeking and gathering information and the most effective way of presenting it.

Issues could be related to topics such as:

- sport in the Australian context
- declining involvement in physical activity
- maintenance of activity levels
- equity
- corruption
- the Paralympics
- professionalism
- culture/race relations
- historical and Indigenous factors
- gender
- the community and recreation
- children
- patterns of physical activity
- the science of drugs
- technology
- commercialism
- media.

Remember to start your Issues Analysis EARLY! This is a major part of the 20% for your Folio. Collect information/sources regularly to make it easy to write your 1000 words!

Key Concept 2: The Effects of Training and Evaluation on Physical Performance

Chronic responses to aerobic and anaerobic training: circulatory, respiratory, and muscular systems at rest; submaximal and maximal exercise
Analysis of energy demands of sport and training prescriptions
Measurement and monitoring of fitness relevant to performance
Training principles and methods specific to fitness factors and to physical activities

Key Concept 3: The Specific Physiological Factors Affecting Performance

Body stature and composition
Environmental considerations and performance
Nutrition and physical performance: pre-event, during the event, post-event, and hydration
Fatigue and physical performance

The Acquisition of Skills and the Biomechanics of Movement

Key Concept 1: Skills Acquisition

The definition and descriptions of learning styles
The classification of skills
The characteristics of a skilled performer
The learning process in acquiring physical skills
The stages of learning

Key Concept 2: Specific Factors Affecting Learning

The nature of the task
Practice and feedback
Environmental factors
Characteristics of the learner
Retention of learning
Timing and anticipation

Key Concept 3: The Effects of Psychology of Learning on the Performance of Physical Skills

Goal-setting
Feedback, communication, and performance
Anxiety
Visualisation
Self-esteem
Arousal and performance
Models of coaching

Key Concept 4: The Ways in Which Biomechanics Improve Skilled Performance

Motion: projectile, linear, rotational, and combination
Speed
Summation of force, direction, and impact
Leverage
Equilibrium (static and dynamic)
Centre of mass; balance and stability
Improved technology and performance

Assessment Material

School Assessment (70%)

Assessment Type 1: Practical (50%)

- Lawn Bowls
- Volleyball
- Kayaking

Assessment Type 2: Folio (20%)

- Issues Analysis
- Folio Task 1: Fitness, Energy & Testing
- Folio Task 2: Training Principles & Methods
- Folio Task 3: Skilled Performance
- Folio Task 4: Concept Exam Term 3

External Assessment (30%)

Assessment Type 3: Examination (30%).

Students should provide evidence of their learning through seven to ten assessments, including the external assessment component. Students undertake:

- Three practical's
- Three to six assessments for the folio
- One examination.

Assessment Overview

Stage 2 Physical Education is a 20-credit subject that consists of the following two key areas of study and related key concepts.

Practical Skills and Applications

Centrally developed practical 1

Centrally developed practical 2

Centrally developed practical 3 or negotiated practical

Principles and Issues

Exercise Physiology and Physical Activity

The Acquisition of Skills and the Biomechanics of Movement

Issues Analysis

Principles and Issues

Exercise Physiology and Physical Activity

Key Concept 1: The Sources of Energy Affecting Physical Performance

Sources of nutrients: fats, carbohydrates, protein

Chemical breakdown of nutrients: glucose, glycogen, free fatty acids

Aerobic and anaerobic energy: ATP-CP system, lactic acid system, oxygen system

Contribution of energy systems in specific activities

Acute response to exercise: responses in the circulatory, respiratory, and muscular systems to provide energy

Welcome to Year 12 Physical Education –

The following information is a guide to the next 3 terms of work!

Lessons

Monday - Lesson 7 (Theory)

Wednesday – Lesson 2 (Practical)

Thursday – Lesson 1 (Theory) – **NOTE:** Some Thursday's we will be starting at 8:30am.

Friday – Lesson 2 & 3 (Practical – Term 1, 2, 3)

My Contact details

Office is in the Gym – Knock on window if door is locked.

Email – I will be using emails regularly to keep up to date with you all – checking this at least once a day is needed.)

Other Information:

Kayaking Camp – Wednesday 31st July – 2nd August. There will be a cost involved with this. This is a compulsory trip for all students. You will need to organize work off for these dates. We will stay in Adelaide for the 3 days.

Lawn Bowls – All of Term 1 practical days (Friday/Thursday). This will be at the Lawn Bowls Club.

Volleyball – Will be all of Term 2 and some of 3. Will include some games against staff and year 11's.

Moderation: Possible dates – Week 9 - Friday 20th September, Thursday 19th September, or Wednesday 18th September.

Holiday times – During the holidays we will schedule in a half-day for Volleyball practice as well as some exam prep. This will happen in ALL holidays.

I recieved this at the
start of the year.
It gives information
on the teacher and the
year ahead.

Year 12 PE

Getting the BEST out of your Prac

How to reflect on your practical skills is what this page is about.

Year 12 PE is the practical component; after all it is worth aim is to maximize your performance in every single aspect PE and to achieve your BEST result. This is by maintaining a journal throughout the year.

A journal is great for: setting goals, predicting, exploring, discussing, explaining, reflecting, analyzing and evaluating

Throughout our Lawn Bowls and Volleyball practical's, you will be required to write regularly in your journal. Attached is a reflective writing sheet you may find useful as a guide. You will also briefly meet with me periodically to discuss your progress.

Other points you may want to reflect on are:

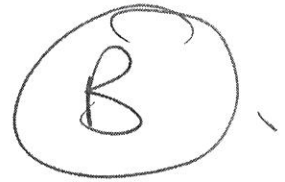
- Your current ability/ skill level
- Your goals – could be to regularly be able to beat ? or attain a certain grade or be more specific regarding skills
- Teacher feedback and or a vent
- Team work and other communication/leadership qualities/skills
- Tactics
- Footwork and Fitness
- What is working and what isn't and how you can change it for the better
- Attitude and the 1% factor





Government of South Australia

SACE Board of SA



STAGE 2 PHYSICAL EDUCATION

Assessment Type 1: Practical

Specific Skills Criteria: Lawn Bowls

School: _____ Student's Name: _____

The following specific skills criteria are to be used by teachers in competition or game situations to inform their judgments against the performance standards in the subject outline:

Specific features of assessment design criteria	Specific skills	Level of achievement
PSA1 Proficiency in the performance of physical activities, with reference to specific skill criteria.	Delivery Preparation Ability to consistently: <ul style="list-style-type: none"> • Position mat correctly • Demonstrate appropriate pre-bowl preparation and correct stance • Demonstrate correct grip and bias for the bowl 	Competent - _____ +
PSA2 Interpersonal skills, communication, strategic thinking, a practical context.	Ability to consistently: <ul style="list-style-type: none"> • Demonstrate both backhand and forehand bowling actions • Adjust the bowl to the local environmental conditions 	Competent - _____ +

This is the information received for lawn bowls.

Specific features of assessment design criteria	Specific skills	Level of achievement
	<p>Game Play Ability to consistently:</p> <ul style="list-style-type: none"> • Demonstrate performance with a variety of shots using correct grass and weight, employing attacking and defending shots as appropriate • Use the marker when necessary • Analyse the bowl and make corrections • Adapt, demonstrate and apply game principles • Maintain playing intensity and concentration • Play in singles, pairs and fours • Demonstrate effective communication, including correct signals and teamwork in a competition/game • Recognise and adjust to changing tactical situations in a competition • Demonstrate knowledge of various positions and roles including team captain 	<p style="text-align: center;">Competent</p> <p style="text-align: center;">- _____ +</p> <p style="text-align: center;">✓</p>



Assessment Design Criterion: Initiative and Collaboration

The following specific skills criteria are to be used by teachers to inform their judgments against the performance standards in the subject outline:

Specific features of assessment design criteria	Specific skills	Level of achievement
IC1 Initiative, self-reliance, and leadership in practical activities.	Independence Ability to consistently: <ul style="list-style-type: none"> Act independently to demonstrate initiative and improvement where appropriate (e.g., practice drills, games, equipment handling etc.) 	- Competent ✓ + <hr style="width: 100%;"/>
	Leadership / Initiation of tactics Ability to consistently: <ul style="list-style-type: none"> Use tactics effectively in game situations to demonstrate leadership and understanding of game strategy Demonstrate leadership in a variety of situations 	- Competent ✓ + <hr style="width: 100%;"/>
IC2 Interpersonal and collaborative skills in team situations.	General Contribution Ability to consistently: <ul style="list-style-type: none"> Perform specialist roles contributing to the morale and etiquette of the sport through appropriate communication Demonstrate determination and perseverance in all practical tasks Work collaboratively in various scenarios to improve individual and / or team performance 	- Competent ✓ + <hr style="width: 100%;"/>



STAGE 2 PHYSICAL EDUCATION

Assessment Type 1: Practical

Specific Skills Criteria: Kayaking

School: _____ Student's Name: _____

The following specific skills criteria are to be used by teachers in competition or game situations to inform their judgments against the performance standards in the subject outline:

Specific features of assessment design criteria	Specific skills	Level of achievement
<p>PSA1 Proficiency in the performance of physical activities, with reference to specific skill criteria.</p> <p>PSA2 Interpretation and application of skills, specific concepts, ideas, strategies, and techniques, in a practical context</p>	<p>Paddling Ability to consistently:</p> <ul style="list-style-type: none"> • Paddle effectively with sound technique • Control kayak's forward and backward motion, using appropriate correction strokes where necessary • Hold the kayak straight and turn in either direction regardless of wind and wave action whilst minimizing loss of speed • Maintain rhythm and pace with technical efficiency • Perform all strokes with no rotation from torso rotation 	<p style="text-align: center;">Competent</p> <p style="text-align: center;">- _____ +</p> <p style="text-align: center;">✓</p>
<p style="font-size: 2em; transform: rotate(-15deg); opacity: 0.5;">This is the evidence recieved for kayaking.</p>	<p>Ability to consistently:</p> <ul style="list-style-type: none"> • Demonstrate technically proficient skills in appropriate situations on both sides of the body to perform and maintain sideways movement • Demonstrate appropriate use of skills in a game or competition situation 	<p style="text-align: center;">Competent</p> <p style="text-align: center;">- _____ +</p> <p style="text-align: center;">✓</p>
	<p>Ability to consistently:</p> <ul style="list-style-type: none"> • Demonstrate technically proficient skills in appropriate situations on both sides of the body to perform and maintain sideways movement • Demonstrate appropriate use of skills in a game or competition situation 	<p style="text-align: center;">Competent</p> <p style="text-align: center;">- _____ +</p> <p style="text-align: center;">✓</p>
	<p>Ability to consistently:</p> <ul style="list-style-type: none"> • Demonstrate technically proficient skills in appropriate situations on both sides of the body to perform and maintain sideways movement • Demonstrate appropriate use of skills in a game or competition situation 	<p style="text-align: center;">Competent</p> <p style="text-align: center;">- _____ +</p> <p style="text-align: center;">✓</p>



Specific features of assessment design criteria	Specific skills	Level of achievement
<p>PSA1 Proficiency in the performance of physical activities, with reference to specific skill criteria.</p>	<p>Emergency Stop Ability to consistently:</p> <ul style="list-style-type: none"> • Stop forward/backward motion of the kayak, whilst maintaining alignment and stability • Complete the manoeuvre minimising distance and time 	<p style="text-align: center;">Competent</p> <p style="text-align: center;">- _____ +</p> <p style="text-align: center;">✓</p>
<p>PSA2 Interpretation and application of skills, specific concepts, ideas, strategies, and techniques, in a practical context.</p>	<p>Capsize Ability to consistently:</p> <ul style="list-style-type: none"> • Perform capsize procedure • Demonstrate correct execution of a controlled capsize procedure using spray deck • Swim, craft and paddle a minimum distance 	<p style="text-align: center;">Competent</p> <p style="text-align: center;">- _____ +</p> <p style="text-align: center;">✓</p>
	<p>Deepwater Rescue Ability to consistently:</p> <ul style="list-style-type: none"> • Perform rescue techniques efficiently (as rescuer) follow correct procedures, taking into consideration environmental variables • Complete the manoeuvre in a minimum timeframe 	<p style="text-align: center;">Competent</p> <p style="text-align: center;">- _____ +</p> <p style="text-align: center;">✓</p>
	<p>Eskimo Rescue Ability to consistently:</p> <ul style="list-style-type: none"> • Perform rescue techniques efficiently on both sides of the body • Perform as both victim and rescuer following correct rescue procedures • Adjust to varying circumstances, including wind and wave action 	<p style="text-align: center;">Competent</p> <p style="text-align: center;">- _____ +</p> <p style="text-align: center;">✓</p>
	<p>Distance Paddle Ability to consistently:</p> <ul style="list-style-type: none"> • Paddle efficiently over distance and time, whilst maintaining consistent rhythm and pace, incorporating a variety of strokes • Apply evidence of risk management (such as awareness of nutrition, hydration and safety considerations) • Demonstrate an ability to lead a group whilst considering the needs of all members of the group • Demonstrate appropriate fitness levels for the duration of the performance 	<p style="text-align: center;">Competent</p> <p style="text-align: center;">- _____ +</p> <p style="text-align: center;">✓</p>

Assessment Design Criterion: Initiative and Collaboration

The following specific skills criteria are to be used by teachers to inform their judgments against the performance standards in the subject outline:

Specific features of assessment design criteria	Specific skills	Level of achievement
IC1 Initiative, self-reliance, and leadership in practical activities.	Independence Ability to consistently: <ul style="list-style-type: none"> • Act independently to demonstrate initiative and improvement where appropriate (e.g., practice drills, games, equipment handling etc.) 	- Competent ✓ + <hr style="width: 80%; margin: auto;"/>
	Leadership / Initiation of tactics Ability to consistently: <ul style="list-style-type: none"> • Use tactics effectively in game situations to demonstrate leadership and understanding of game strategy • Demonstrate leadership in a variety of situations 	- Competent ✓ + <hr style="width: 80%; margin: auto;"/>
IC2 Interpersonal and collaborative skills in team situations.	General Contribution Ability to consistently: <ul style="list-style-type: none"> • Perform specialist roles contributing to the morale and etiquette of the sport through appropriate communication • Demonstrate determination and perseverance in all practical tasks • Work collaboratively in various scenarios to improve individual and / or team performance 	- Competent ✓ + <hr style="width: 80%; margin: auto;"/>

B-

STAGE 2 PHYSICAL EDUCATION

Assessment Type 1: Practical

Specific Skills Criteria: Volleyball

School: _____

Student's Name: _____

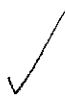


The following specific skills criteria are to be used by teachers in competition or game situations to inform their judgments against the performance standards in the subject outline:

Specific features of assessment design criteria	Specific skills	Level of achievement
<p>PSA1 Proficiency in the performance of physical activities, with reference to specific skill criteria.</p>	<p>Service Ability to consistently:</p> <ul style="list-style-type: none"> • Serve consistently with power and placement and control • Identify and respond accordingly to opponents' weaknesses in service reception • Demonstrate a variety of service techniques 	<p style="text-align: center;">Competent</p> <p style="text-align: center;">- _____ +</p> <p style="text-align: center;">✓</p>
<p>PSA2 Interpretation and application of skills, specific concepts, ideas, strategies, and techniques, in a practical context.</p>	<p>Service Reception Ability to consistently:</p> <ul style="list-style-type: none"> • Pass with control consistently and with sound technique to regulated targets • Move to establish stationary position prior to ball reception • Pass the ball with suitable trajectory to the setting position 	<p style="text-align: center;">Competent</p> <p style="text-align: center;">- _____ +</p> <p style="text-align: center;">✓</p>
	<p>Setting Ability to consistently:</p> <ul style="list-style-type: none"> • Set effectively with sound technique from a variety of passes • Move quickly to correct position with balanced stance prior to ball reception • Set the ball with appropriate height and placement to spiking position 	<p style="text-align: center;">Competent</p> <p style="text-align: center;">- _____ +</p> <p style="text-align: center;">✓</p>
	<p>Spiking Ability to consistently:</p> <ul style="list-style-type: none"> • Terminate volleys with power and control • Spike in consistently • Select and execute appropriate attack option down the line, cross court, dump, off the block 	<p style="text-align: center;">Competent</p> <p style="text-align: center;">- _____ +</p> <p style="text-align: center;">✓</p>

Specific features of assessment design criteria	Specific skills	Level of achievement
<p>PSA1 Proficiency in the performance of physical activities, with reference to specific skill criteria.</p>	<p>Blocking Ability to consistently:</p> <ul style="list-style-type: none"> • Use effective technique incorporating timing and execution • Move effectively in response to the position of the set • Position block appropriate to where the ball will cross the net • Move effectively to establish double block when appropriate 	<p style="text-align: center;">Competent</p> <p style="text-align: center;">- ✓ +</p>
<p>PSA2 Interpretation and application of skills, specific concepts, ideas, strategies, and techniques, in a practical context.</p>	<p>Attack Reception Ability to consistently:</p> <ul style="list-style-type: none"> • Select and execute appropriate defensive options • Move and establish a stationary and appropriate defensive position on the court • Put the ball into a position for the next contact to be a set • Recognise and respond to a variety of attacking options • Apply rules correctly 	<p style="text-align: center;">Competent</p> <p style="text-align: center;">- / +</p>

Assessment Design Criterion: Initiative and Collaboration

The following specific skills criteria are to be used by teachers to inform their judgments against the performance standards in the subject outline:

Specific features of assessment design criteria	Specific skills	Level of achievement
IC1 Initiative, self-reliance, and leadership in practical activities.	Independence Ability to consistently: <ul style="list-style-type: none"> Act independently to demonstrate initiative and improvement where appropriate (e.g., practice drills, games, equipment handling etc.) 	Competent  - _____ +
	Leadership / Initiation of tactics Ability to consistently: <ul style="list-style-type: none"> Use tactics effectively in game situations to demonstrate leadership and understanding of game strategy Demonstrate leadership in a variety of situations 	Competent  - _____ +
IC2 Interpersonal and collaborative skills in team situations.	General Contribution Ability to consistently: <ul style="list-style-type: none"> Perform specialist roles contributing to the morale and etiquette of the sport through appropriate communication Demonstrate determination and perseverance in all practical tasks Work collaboratively in various scenarios to improve individual and / or team performance 	Competent  - _____ +

Included

- football association inc U 9 match program
- 21 pages of 'Aus kicks' activities
- 8 pages of field positions

Documents removed due to copyright

RESEARCH

JUNIOR FOOTBALL RULE COMPARISONS		
	Under 9	Under 11
Ground	Approximately Half oval size	Approximately Half oval size
Ball	Size 1 synthetic	Size 2 synthetic
Team	15 players on the ground - unlimited bench No team sheets but team managers to keep records as to names & jumper numbers of own team.	15 players on the ground - unlimited bench No team sheets but team managers to keep records as to names & jumper numbers of own team.
Zones	5 x forwards, 5 x backs & 5 x centre players. Centre zone players to wear fluorescent arm bands.	5 x forwards, 5 x backs & 5 centre players. Players are permitted to move through zones as part of the flow a particular play. Players must return to their zone when the passage of play is complete. Centre zone players to wear fluorescent arm bands.
Game time	4 x quarters maximum 12 minutes (3 minutes in between quarters)	4 x quarters maximum 12 minutes (3 minutes in between quarters)
Transition	When moving ball from back zone to forward zone, it must be touched by a player from the centre zone. Only forwards can score.	As per AFL laws
Out of bounds	Off hands - ball up 5 metres inside boundary Off foot - free kick to nearest opponent.	Off hands - ball up 3 metres inside boundary Off foot - free kick to nearest opponent.
Bouncing the ball	Not permitted - may run with ball up to 10 metres before passing by hand or foot.	May bounce once only - may run 10 metres before bouncing and run another 10 metres before disposal by hand or foot.
Soccering off the ground.	NOT PERMITTED	NOT PERMITTED
Marking	catching or making a reasonable attempt - any distance	catching - any distance
Tackling	A player CANNOT: Hold an opponent Shepherd Knock the ball out of opponents hands Push an opponent in the side, back or front. Steal the ball from the opponent Deliberately bump an opponent Barge, fend or chop through an opponent	A player CANNOT: Knock the ball out of an opponent's hands Push an opponent in the side, back or front Deliberately bump an opponent A player CAN: Steal the ball from an opponent Shepherd "Wrap-around" tackler: (between shoulders and knees but not deliberately throw to the ground)
Coaches/Runners on the field	Coach - to instruct or tend to injury - must not interfere with play. NO RUNNERS.	Coach - to instruct or tend to injury - must not interfere with play. NO RUNNERS
Spirit of the game	After the game, all players & coaches to shake hands with the opposition.	After the game, all players & coaches to shake hands with the opposition.
Recording the match	No publication of result May publish game, eg "Team A played Team B" Best players only may be published.	Result may be published eg "Team A def Team B" but no publication of scores or goal kickers. Best players only may be published.
Disciplinary procedures	BL&GFA Junior Management Committee Charter Appendix F applies.	BL&GFA Junior Management Committee Charter Appendix F applies.

Rule comparison for the U/9's in the

Under 13

Full oval
Size 3 Leather
18 players on the ground - unlimited bench
Team sheets to be provided to umpire and opposition team manager. Permit players to be indicated on team sheet.

Full results may be published including score, best team players and goal kickers.
BL&GFA Junior Management Committee Charter
Appendix F applies.

11 permission forms completed and included with work but have been removed due to confidentiality.

To the Parents of the **Football Club U/9s**

My name is _____ and I'm currently studying in year 12 at _____ School. I am the coach of one of the under 9s team with _____. The reason why I put my hand up to coach is because I am doing Community Studies in Physical Education which involves me doing 120 hours of work in the community. I am making a folio called "How to coach a U/9s team" that will need photo evidence of me coaching your child's team.

I am writing this letter to every parent of my team asking for permission for me to take photos of my team for evidence of me coaching for photo proof in the folio. If you are comfortable with photos been taken of your child for a legitimate reason please sign your signature at the bottom of this page. If you are not comfortable with photos been taken of your child I completely understand and will accept your request. The photos will be put into my folio and that is where they will remain.

Example of the letter
I sent out to the
players parents to ask
If I can take photos of
their children for photo
proof in my community
studies (PE) project.

Thank you for your time

Kind regards

Any queries feel free to contact me on _____

Child/Players name

Parent/ Guardian signature

Junior Committee President
