**STAGE 2 PHYSICAL EDUCATION**

**Assessment Type 1: Diagnostics**

Task description

You are required to compare, analyse and evaluate the physiological demands of the game of touch football when played at the **Elite level** and at a **Year 12 PE level.** During the Touch football unit you will collect a range of relevant data on your own performance and then compare it with data on ‘elite’ performers.

To inform your comparison, analysis and evaluation:

* read the articles specified in the ‘*Documents to access*’ below and dot point the key statistical data relating to the physiological demands of touch football
* 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.

The information collected in this section should be used as supporting evidence in your response, and the summarised information should be placed in the appendices.

The response

The response should 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.** In your response ensure that you:

* **describe and analyse** the key *fitness factor and energy system* requirements for an ‘elite’ level touch game using both movement type and fitness data.
* **analyse and** **evaluate** the *energy system usage* of your year 12 game compared with the ‘elite’ game, using evidence collected. The evaluation should include reference to how the performance of movement concepts and strategies specific to touch affects the physiological demands on the players.

The response for the diagnostic task should be up to a maximum of 9 minutes for an oral or multimodal presentation, or up to a maximum of 1500 words for a written response.

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)**

**Performance Standards for Stage 2 Physical Education**

|  | **Application and Communication** | **Analysis and Evaluation** |
| --- | --- | --- |
| **A** | Insightful and highly effective contextual application of knowledge and understanding of movement concepts and strategies.  Astute and perceptive application of communication and collaborative skills.  Highly strategic application of feedback and implementation of strategies to improve participation and/or performance.  Highly effective communication using accurate subject-specific terminology. | Critical analysis and perceptive evaluation of evidence relating to physical activity.  Insightful reflection on and evaluation of participation and/or performance improvement.  Perceptive evaluation of implemented strategies and well-considered proposal of recommendations for future directions. |
| **B** | Well-considered and mostly effective contextual application of knowledge and understanding of movement concepts and strategies.  Effective and mostly perceptive application of communication and collaborative skills.  Strategic application of feedback and implementation of strategies to improve participation and/or performance.  Effective communication using accurate subject-specific terminology. | Mostly critical analysis and perceptive evaluation of evidence relating to physical activity.  Reflection on and evaluation of participation and/or performance improvement with some insights.  Mostly perceptive evaluation of implemented strategies and considered proposal of recommendations for future directions. |
| **C** | Considered contextual application of knowledge and understanding of movement concepts and strategies.  Generally effective application of communication and collaborative skills.  Generally effective application of feedback and implementation of strategies to improve participation and/or performance.  Generally effective communication using subject-specific terminology with some accuracy. | Some critical analysis and evaluation of evidence relating to physical activity.  Reflection on and some evaluation of participation and/or performance improvement.  Some perceptive evaluation of implemented strategies and proposal of recommendations for future directions. |
| **D** | Some contextual application of knowledge and understanding of movement concepts and strategies.  Some application of communication and collaborative skills.  Some application of feedback and implementation of strategies to improve participation and/or performance.  Some communication using subject-specific terminology. | Some analysis and description of evidence relating to physical activity.  Some reflection on and description of participation and/or performance improvement.  Description of implemented strategies and proposal of basic recommendations for future directions. |
| **E** | Attempted application of knowledge and understanding of movement concepts and strategies.  Attempted application of communication and collaborative skills.  Attempted application of feedback and implementation of strategies to improve participation and/or performance.  Attempted communication with subject-specific terminology. | Attempted analysis and description of evidence relating to physical activity.  Attempted reflection on and description of participation and/or performance improvement.  Attempted description of implemented strategies and acknowledgement of future directions. |