**Stage 1 Physical Education**

**Assessment Type 2: Physical Activity Investigation**

**Equity of Activity**

**Task Background**

The participation of individuals or groups in physical activity can be affected by personal, social and cultural factors. Exploration of the barriers and enablers to participation in physical activities can provide an opportunity to reflect on their accessibility and inclusivity.

**Description of Assessment**

Your task is to explore the personal, social or cultural barriers and enablers of one physical activity (that you are currently participating in) of your choice. For the chosen activity, you identify and explore the particular characteristics that are *inclusive* or *exclusive* toward certain groups of participants.

You may wish to consider one or more of the following factors:

* Physiological - age, gender, body composition, biomechanics, fitness levels
* Social – stereotypes, status, remuneration, accessibility, media
* Cultural – community values, religious beliefs.

**Response Requirements**

In the response you analyse the barriers and enablers for your chosen physical activity, and propose strategies to combat the identified barriers, increasing the equity for participants.

The response should be a maximum of 9 minutes for an oral or multi-modal presentation. For a written response, the evidence presented should be a maximum of 1500 words.

**Assessment**

The specific features assessed in this task are:

**A3** Communication using subject-specific terminology

**EAR1** Exploration and analysis of evidence relating to physical activities

**EAR3** Reflection on and application of feedback to improve participation and / or performance.

**Stage 1 Physical Education Performance Standards**

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| - | Application | Exploration, Analysis, and Reflection |
| A | Astute and highly effective application of knowledge and understanding to movement concepts and strategies.  Focused and sustained application of collaborative skills.  Highly effective use of accurate subject-specific terminology. | Focused exploration and in-depth analysis of evidence relating to physical activity.  Insightful reflection on movement concepts and strategies.  Insightful reflection on ways to improve participation and/or performance. |
| B | Effective application of knowledge and understanding to movement concepts and strategies.  Mostly thorough and sustained application of collaborative skills.  Effective use of accurate subject-specific terminology. | Thorough exploration and some depth of analysis of evidence relating to physical activity.  Well-considered reflection on movement concepts and strategies with some insights.  Well-considered reflection on ways to improve participation and/or performance. |
| C | Generally effective application of knowledge and understanding to movement concepts and strategies.  Competent application of collaborative skills.  Generally effective use of subject-specific terminology with some accuracy. | Generally competent exploration and analysis of evidence relating to physical activity.  Considered reflection on movement concepts and strategies.  Considered reflection on ways to improve participation and/or performance. |
| D | Some application of knowledge and understanding to movement concepts and strategies.  Some application of collaborative skills.  Some use of subject-specific terminology. | Some exploration and analysis of evidence relating to physical activity.  Some reflection on movement concepts and strategies.  Some reflection on ways to improve participation and/or performance. |
| E | Attempted application of knowledge and understanding to movement concepts and strategies.  Attempted application of collaborative skills.  Attempted use of subject-specific terminology. | Attempted exploration and analysis of evidence relating to physical activity.  Attempted reflection on movement concepts and strategies.  Attempted reflection on ways to improve participation and/or performance. |

**Teacher comment:**  **Assessment Grade:**

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