

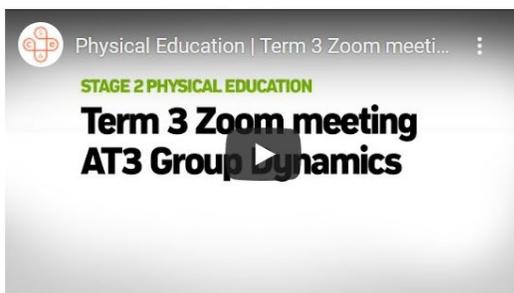


# Subject Outline Changes & Course Planning

- Recap key 2022 Subject changes
- The design of quality AT1: diagnostic assessment tasks to lead into AT2: Self Improvement Portfolio and AT3: Group Dynamics
- Sequencing of tasks/ yearly plans to prevent an overwhelming assessment load in Term 3
- Integrating Practical and Theory better to ensure the stimulus of practical is not lost from the course.

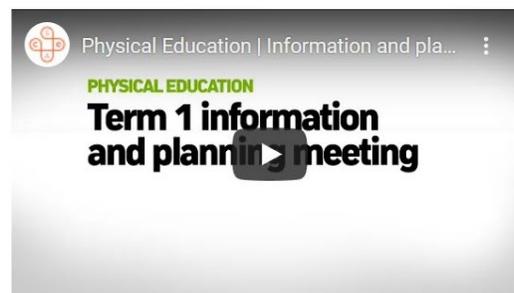
# Key Resources:

## Term 3 - AT3 Group Dynamics



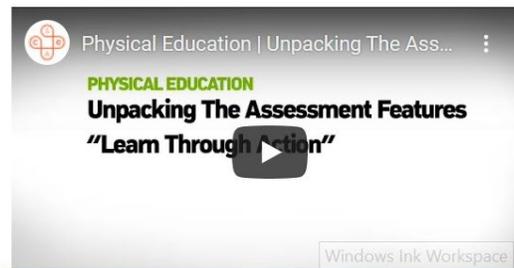
[Download PowerPoint presentation \[PPT 3.5MB\]](#)

## Term 1 information and planning



[Download PowerPoint presentation \[PPT 16.2MB\]](#)

## What is evaluation?



## 2021 Physical Education Subject Assessment Advice

### Overview

Subject assessment advice, based on the 2021 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

### School Assessment

#### Assessment Type 1: Diagnostics

Students participate in one or more physical activities to collect, analyse, and evaluate evidence to demonstrate contextual application of knowledge and understanding of the focus areas and movement concepts and strategies. They provide evidence of their learning in relation to the following assessment design criteria Application and Communication, and Analysis and Evaluation.

*The more successful responses commonly:*

- used evaluation of evidence as the focus for the task, to which knowledge and understanding was applied. This was often facilitated through effective task design
- analysed a range of types of evidence
- evaluated connections, trends and/or comparisons between more than one piece of evidence
- applied fewer key ideas and considerations (from the focus areas), with great depth and accuracy, to both the specific context of the physical activity and to the analysis and evaluation of evidence
- had fewer components/sections within the task to respond to
- incorporated the application of collaboration skills as an integral component to the completion of the task if AC2 was being assessed
- analysed and evaluated evidence collected within their own context (rather than relying only on elite data).

*The less successful responses commonly:*

# 2022 Subject Changes

## 1. Changes to Learning requirements

LR2 – to read: ‘apply **evidence** to inform the implementation of strategies to improve participation and/or performance in physical activity.’

LR4 – to read: ‘apply ~~communication and collaborative~~ skills in physical activity contexts’.

LR6 – to read: ‘evaluate implemented strategies and ~~make recommendations for future directions~~’.

## 2. Key idea additions to ‘Through Movement’ Focus Area

Key idea	Considerations
Collaboration for physical activity purposes	<ul style="list-style-type: none"> <li>• application of collaborative skills to suit the physical activity context, e.g. communication, building shared understanding, collectively contributing, regulating behaviour.</li> <li>• <del>utilising</del> collaborative strategies to achieve common goals related to physical activity.</li> </ul>
Evidence of participation or performance in physical activity	<ul style="list-style-type: none"> <li>• types of data</li> <li>• validity and reliability</li> <li>• quantitative and qualitative evidence</li> <li>• comparative analysis, e.g. causation versus correlation, positive and negative trends, percentage change.</li> </ul>

# 2022 Subject Changes

## 3. Changes to Assessment Design Criteria and Performance Standards reflect the changes to the Learning Requirements

### Application

**A1:** Contextual application of knowledge and understanding to movement concepts and strategies.

**A2:** Application of collaborative skills in physical activity contexts.

**A3:** Application of evidence to inform the implementation of strategies for participation and/or performance improvement.

**A4:** Use of subject-specific terminology

### Analysis and Evaluation

**AE1:** Analysis and evaluation of evidence relating to physical activity.

**AE2:** Reflection on and evaluation of participation and/or performance improvement.

**AE3:** Evaluation of implemented strategies.

## 4. Changes to AT2: Self-improvement Portfolio' and AT3: Group Dynamics Assessment Type explanations

# Assessment Type 1: Diagnostics

## 1. Assessment Design Criteria

### Application

**A1:** Contextual application of knowledge and understanding to movement concepts and strategies.

~~**A2:** Application of collaborative skills in physical activity contexts.~~

**A4:** Use of subject-specific terminology

### Analysis and Evaluation

**AE1:** Analysis and evaluation of evidence relating to physical activity.

*'incorporated the application of collaboration skills as an integral component to the completion of the task if A2 was being assessed'*

2. Include only a **few key ideas** from certain focus areas, encourage **depth** instead of breadth

3. Develop the **skills** students will require to be successful in their AT2 and AT3

# Assessment Type 1: Diagnostics

## Effective AT1 Task Design:

2021 Task	2022 Task	Skills Developed
<p>Part 1: Energy Requirements (across positions), using class collected data (Interplay) Practical was used to develop understanding of the energy requirements</p> <p>Part:2: Fatigue and performance Analyse and evaluate fatigue affected performance and using evidence explore how this differs when compared to elite teams (tactics, physiological differences).</p>	<p>Fatigue and Performance</p> <ul style="list-style-type: none"> <li>- Students investigated fatigue affected performance (energy, metabolic by-products heat, fitness levels, neuromuscular fatigue)</li> <li>- using evidence explore how teams prevent fatigue affected performance;</li> <li>- comparing elite tactics, physiological/nutritional differences</li> </ul>	<ul style="list-style-type: none"> <li>- Contextual application of KU</li> <li>- Valid and reliable data</li> <li>- Comparative analysis skills</li> </ul> <p style="text-align: center;"><b>Presentation of Task</b> Multimodal vs. Word processing</p> <p style="text-align: center;"><b>Presentation of Data</b> - tables, vs graphs, calculating percentages</p>

# AT1 tasks to inform AT2 and AT3

<b>AT1_1: (Energy demands, fatigue and specific sport tactics)</b>	<b>AT2: Improvement Journey (Physiological Demands of Physical Activity, Training Principles/ Methods, Physiological Adaptations)</b>
<ul style="list-style-type: none"> <li>• Focus area Knowledge and Understanding development</li> <li>• Quality data/evidence, analysis and evaluation skills</li> <li>• Use of focus area to analyse and evaluate evidence (contextual)</li> <li>• Use of elite vs. school collected data (valid and reliable)</li> <li>• Practice collecting evidence/data, qualitative/ quantitative data</li> </ul> <p>Term 1: Multimodal vs. Word Processor</p>	<ul style="list-style-type: none"> <li>• Effective contextual understanding of movement concepts and strategies</li> <li>• Focus shifts to implemented strategies, performance/participation improvement</li> <li>• Use of evidence, contextual information to evaluate strategies and performance improvement</li> </ul>
<b>AT1_2 Ecological Dynamics Learning Theory, CLA and Badminton, Biomechanics</b> <b>Introduce Collaborative Skills</b>	<b>AT3: Group Dynamics</b> <b>Ecological Learning Theory, CLA, Biomechanics, Sport Psychology, Collaborative Skills, AT2 (physiology and Training)</b>
<ul style="list-style-type: none"> <li>• Focus area Knowledge and Understanding development</li> <li>• Quality data/evidence, analysis and evaluation skills</li> <li>• Use of focus area to analyse and evaluate evidence (contextual)</li> <li>• Use of elite vs. school collected data (valid and reliable)</li> <li>• Practice collecting evidence/data, qualitative/ quantitative data</li> </ul> <p>Encourage use of alternate assessment modes</p>	<ul style="list-style-type: none"> <li>• Effective contextual understanding of movement concepts and strategies</li> <li>• Focus shifts to implemented strategies, performance improvement</li> <li>• Use of evidence, contextual information to evaluate strategies and performance improvement</li> </ul> <p>Encourage use of alternate assessment modes</p>

# Yearly Plans

**Focus Area 1:** In Movement  
**Focus Area 2:** Through Movement  
**Focus Area 3:** About Movement

**School Assessment 70%**  
 AT1: Diagnostics = 30% (2 tasks @15%)  
 AT2: Improvement Analysis = 40%  
**External Assessment 30%**  
 AT3: Group Dynamics 30%

**Practical**  
**Practical 1:** Invasion game (Energy/Fatigue/Performance)  
**Practical 2:** Training Aerobic/Anaerobic/Performance  
**Practical 3:** Badminton (Biomechanics/Skill Acquisition)  
**Practical 4:** Touch (Skill Acquisition/Psychology/Biomechanics)

Term & Week	TUESDAY Lesson 4 & 5	THURSDAY Lesson 7 & 8	FRIDAY Lesson 1 & 2
<b>Term 1</b> <b>Wk 1</b> Jan 31 <sup>st</sup>	INTRODUCTION Sources of nutrients Chemical breakdown of nutrients	Anaerobic Energy- (ATP-CP, Anaerobic Glycolysis)	Aerobic Energy System Interplay
2 Feb 7 <sup>th</sup>	<b>Diagnostic 1 Introduction</b> Energy System Application VO <sub>2</sub> Max / OBLA	Energy System Application VO <sub>2</sub> Max / OBLA	<b>PRACTICAL 1</b>
3 Feb 14 <sup>th</sup>	Fatigue & Performance Heat/thermoregulation	Steady state, oxygen deficit, EPOC (recovery) <b>AT2 Introduction</b>	<b>PRACTICAL 1</b>
4 Feb 21 <sup>st</sup>	Fatigue & Performance	<b>PRACTICAL 1</b>	<b>PRACTICAL 1</b>
5 Feb 28 <sup>th</sup>	ASSIGNMENT WORK <b>PRACTICAL TBC</b>	ASSIGNMENT WORK	<b>PRACTICAL 1</b>
6 March 7 <sup>th</sup>	<b>PRACTICAL 1</b>	ASSIGNMENT WORK	<b>STUDENT FREE DAY</b> <b>DIAGNOSTIC 1 DRAFT DUE</b>
7 March 14 <sup>th</sup>	<b>ADELAIDE CUP</b>	Fitness Components	<b>Fitness Testing</b>
8 March 21 <sup>st</sup>	<b>Fitness Testing (PE uniform)</b>	Training Principles, Training Methods	Training Principles, Training Methods Goal Setting
9 March 28 <sup>th</sup>	AT2 Planning Sport Specific/ Concurrent Training Data Collection	AT2 Planning Aerobic Focus <b>AT1 Work</b>	AT2 Planning Anaerobic Focus <b>AT1 Work</b>
10 April 4 <sup>th</sup>	AT2 WORK <b>DIAGNOSTIC 1 FINAL DUE</b>	AT2 WORK	AT2 WORK
11 April 11 <sup>th</sup>	Chronic Responses to Aerobic Training	Chronic Responses to Anaerobic Training <b>AT2 PART 1 DRAFT DUE</b>	<b>GOOD FRIDAY</b>
<b>HOLIDAYS</b>			

Term & Week	TUESDAY Lesson 4 & 5	THURSDAY Lesson 7 & 8	FRIDAY Lesson 1 & 2
<b>Term 2</b> <b>1</b> May 2 <sup>nd</sup>	Biomechanics	Biomechanics <b>Diagnostic 2 Introduction</b>	Biomechanics
2 May 9 <sup>th</sup>	Ecological Dynamics	<b>BADMINTON</b>	<b>BADMINTON</b>
3 May 16 <sup>th</sup>	Ecological Dynamics <b>AT2 PART 1 FINAL DUE</b>	Ecological Dynamics	<b>Badminton DATA Analysis</b>
4 May 19 <sup>th</sup>	Ecological Dynamics Constraints Led Approach	Ecological Dynamics Constraints Led Approach	<b>BADMINTON</b> CLA Applied
5 May 23 <sup>rd</sup>	ASSIGNMENT WORK	ASSIGNMENT WORK	<b>BADMINTON</b> <b>DIAGNOSTIC 2 DRAFT DUE</b>
6 May 30 <sup>th</sup>	Feedback	Arousal & Performance Anxiety, Visualization Self-esteem	<b>BADMINTON</b>
7 June 6 <sup>th</sup>	ASSIGNMENT WORK	ASSIGNMENT WORK	ASSIGNMENT WORK
8 June 13 <sup>th</sup>	<b>AT3 Introduction</b>	Collaboration	<b>TOUCH</b> <b>DIAGNOSTIC 2 FINAL DUE</b>
9 June 23 <sup>rd</sup>	AT3 Planning	<b>TOUCH</b>	AT3 Pre-Tournament Analysis
10 July 29 <sup>th</sup>	AT3 Team/Role Goal Setting	AT3 Strategy 1 planning	<b>TOUCH/ Practice Planning</b>
<b>HOLIDAYS</b> <b>AT2 DRAFT DUE FRIDAY WEEK 1</b>			
<b>Term 3</b> <b>1</b> July 21 <sup>st</sup>	AT3 Planning	<b>TOUCH Strategy 1</b>	<b>TOUCH Strategy 1</b>
2 July 28 <sup>th</sup>	<b>TOUCH Round 1</b>	Strategy 1 Analysis /evaluation	<b>TOUCH Strategy 2-Planning</b>
3 August 4 <sup>th</sup>	AT3 WORK	<b>TOUCH Strategy 2</b> <b>AT2 FINAL DUE</b>	<b>TOUCH Strategy 2</b>
4 August 11 <sup>th</sup>	<b>TOUCH Round 2</b>	Strategy 2 Analysis /Evaluation	Strategy 3 Planning
5 August 18 <sup>th</sup>	<b>TOUCH Strategy 3</b>	<b>TOUCH Strategy 3</b>	<b>TOUCH Round 3</b>
6 August 25 <sup>th</sup>	Strategy 3 Analysis/Evaluation	<b>TOUCH Strategy make up</b>	AT3 WORK
7 Sept 1 <sup>st</sup>	AT3 WORK	<b>Touch tournament day Round 4</b>	AT3 WORK
8 Sept 8 <sup>th</sup>	AT3 WORK	AT3 WORK	ASSIGNMENT WORK
9 Sept 15 <sup>th</sup>	ASSIGNMENT WORK	ASSIGNMENT WORK	<b>AT3</b> <b>SCRIPT DRAFT DUE</b> ASSIGNMENT WORK
10 Sept 22 <sup>nd</sup>	ASSIGNMENT WORK Screencast/data display	ASSIGNMENT WORK Screencast/data display	ASSIGNMENT WORK Screencast/data display

# Sequencing of Tasks

1. Using AT1 Tasks to drive knowledge and skills for both AT2 and AT3
2. Check Point Assessment: Due dates for sections of both AT2 and AT3 instead of large final pieces to draft and submit
3. Stage 1 Course design
4. Smaller amount of focus areas per assessment task
5. Reduce the number of focus areas explicitly taught throughout year
6. Using practical to drive learning of skills and knowledge and understanding