**Stage 2 Physical Education**

**Assessment Type 1: Diagnostics**

With a partner select a single motor pattern to perform for the purpose of comparison, analysis and performance improvement.

The single motor pattern may be selected from the list below, or one of your own choice that has been approved by your teacher:

|  |  |
| --- | --- |
| **Golf swing** | **Discuss throw** |
| **Badminton smash/clear** | **Long jump** |
| **Basketball free throw** | **Football kick** |
| **Forward drive in cricket** | **Tennis Serve** |
| **Shot Put** | **Throwing a ball** |

**Preparation**

Using some form of technology (phone, iPad, SLR camera, drone etc.) and an app such as ‘Hudl technique’ or ‘Coaches Eye’, or a web-based video analysis tool such as ‘Kinovea’, film yourself and your partner performing the motor pattern. At least three ‘snapshots’ of the sub routines of action should be captured for comparison and analysis for both yourself and your partner.

**Part 1**

Using the ‘snapshots’ as evidence, compare and analyse the performances of you and your partner by responding to the following:

* Explain the similarities and differences in motor pattern between your performance and that of your partner.
* Using at least 2 biomechanical principles, analyse the performances and explain who performs the skill better. Explain how the biomechanical efficiency impacts the outcome of the performance with reference to the contextual requirements of performing the motor pattern. This may include comparison of the performances with an ‘elite’ or ‘expert’ performer.

**Part 2**

Implement modifications to improve your biomechanical efficiency *and/or* control/accuracy in performing the motor pattern. Capture further ‘snapshot’ evidence of performance to support your analysis of how these modifications have supported your overall performance.

* Evaluate the modifications that you make to improve your overall biomechanical efficiency and/or control/accuracy.

**Response**

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.

Students may present evidence of their learning in various formats, for example:

* blog or vlog
* website or webpages
* mock TED talk
* presentation
* video diaries
* report incorporating analysis of practical diagnostic data and discussion of implications for performance
* tutorials.

Performance standards for Physical Education  
Stage 2

|  |  |  |
| --- | --- | --- |
| - | Application | Analysis and Evaluation |
| A | Insightful and highly effective contextual application of knowledge and understanding to movement concepts and strategies.  Highly effective and focused application of collaborative skills in physical activity contexts.  Highly strategic application of evidence to inform the implementation of strategies for participation and/or performance improvement.  Highly effective use of 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. |
| B | Considered and mostly effective contextual application of knowledge and understanding to movement concepts and strategies.  Mostly effective application of collaborative skills in physical activity contexts.  Strategic application of evidence to inform the implementation of strategies for participation and/or performance improvement.  Mostly effective use of accurate subject-specific terminology. | Thoughtful analysis and evaluation of evidence relating to physical activity.  Considered reflection on and evaluation of participation and/or performance improvement with some insights.  Thoughtful evaluation of implemented strategies. |
| C | Contextual application of knowledge and understanding to movement concepts and strategies.  Generally effective application of collaborative skills in physical activity contexts.  Competent application of evidence to inform the implementation of strategies for participation and/or performance improvement.  Generally effective use of subject-specific terminology. | Competent analysis, with some evaluation, of evidence relating to physical activity.  Competent reflection on, with some evaluation, of participation and/or performance improvement.  Description, with some evaluation, of implemented strategies. |
| D | Some application of knowledge and understanding to movement concepts and strategies.  Some application of collaborative skills in physical activity contexts.  Some application of evidence to inform the implementation of strategies for participation and/or performance improvement.  Some use of subject-specific terminology. | Basic analysis and description of evidence relating to physical activity.  Basic reflection on and description of participation and/or performance improvement.  Description of implemented strategies. |
| E | Attempted application of knowledge and understanding to movement concepts and strategies.  Attempted application of collaborative skills in physical activity contexts.  Attempted application of evidence to inform the implementation of strategies for participation and/or performance improvement.  Attempted use of subject-specific terminology. | Attempted description of evidence relating to physical activity.  Attempted reflection on and description of participation and/or performance improvement.  Attempted description of implemented strategies. |

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