KIRWAN STATE HIGH SCHOOL	SUBJECT: Physical education	UNIT: 3 Topic 1

Unit Description [copy from syllabus]	Unit Objectives [copy from syllabus]
In Topic 1: Tactical awareness, the first stage of inquiry requires students to recognise and explain the concepts and principles about dynamic systems of motor learning and tactical awareness through purposeful and authentic learning about and in a selected physical activity. In the selected physical activity, students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies. In the second stage, they apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of tactical and body and movement concepts. Students analyse and synthesise relationships between the constraints of movement strategies and their personal performance. Students then devise a tactical strategy to optimise performance of movement strategies in the selected physical activity. In the final stage, students evaluate the effectiveness of the tactical and movement strategies, and justify using primary data and secondary data.	By the end of this unit, students will: 1. recognise and explain tactical awareness and ethics and integrity concepts and principles about selected physical activities 2. demonstrate specialised movement sequences and movement strategies in the selected physical activity 3. apply concepts to specialised movement sequences and movement strategies in the selected physical activity 4. analyse and synthesise data to devise strategies about tactical awareness and ethics and integrity 5. evaluate tactical, ethics and movement strategies 6. justify sport tactical, ethics and movement strategies 7. make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Assessment Plan:

Task	%	Objectives to be assessed	Conditions	Date
Create a multimodal presentation which evaluates and justifies a personal tactical strategy that you have devised to optimise your performance while attacking or defending in the position of hitter or setter. You are also required to evaluate and justify your personal performance in the selected Volleyball position.	25	1. recognise and explain constraints, principles of decision-making and body and movement concepts about specialised movement sequences and movement strategies 2. demonstrate specialised movement sequences and movement strategies in authentic performance environments 3. apply concepts to specialised movement sequences and movement strategies in authentic performance environments 4. analyse and synthesise data to devise a tactical strategy for optimising performance of one movement strategy 5. evaluate a tactical strategy and movement strategies relevant to the selected physical activity 6. justify a tactical strategy and movement strategies relevant to the selected physical activity 7. make decisions about and use language, conventions and mode-appropriate features to communicate information about strategies to a technical audience	• Duration – 5 hrs • Mode – Multimodal • To be completed individually • Length – 9 – 11 minutes • Supporting evidence 2 – 3 minutes	Due Date – T1 W6

Monitoring and Reviewing:

Strategies for Monitoring Student Progress	Date	Planned Reviews at Key Intervals	Date
• Emailing home • Use of Share Point • Emailing students • Use of Collections		• Task handed out • Teacher consultation to finalise movement strategy • Draft submitted • Final submission	• T4 W7 • T1 W2 • T1 W4 • T1 W6

Underpinning Factors:

Guaranteed Vocabulary:		Literacy Skills	21st Century Skill/s
• Tactics • Body and movement concepts • Principles of play • Movement strategy • Tactical strategy • Cognitive system • Dynamic system		• using motor learning ideas and information in classroom, real-world and/or lifelike contexts to progress their own learning about movement • comprehending to make meaning of language and texts • comprehending to make literal and inferred meanings about learning styles in movement • using information about dynamic systems theory in classroom, realworld and/or lifelike contexts to progress own learning • using Physical Education ideas and information in classroom, real-world and/or lifelike contexts to progress their own learning •	• collaboration and teamwork — interacting with others in group and performance activities to share experiences and produce a determined outcome • critical thinking — analytical thinking and reasoning about types of learning • communication — communicating ideas effectively by composing text and verbally sharing knowledge and understanding • creative thinking — identifying alternatives and generating and applying new ideas to achieve a desired outcome
		Numeracy Skills	Cognitive Verbs

		Interpret data Create percentages and graphs Using calculation, estimation and measurement to collect primary data	Explain Analyse Evaluate Justify Apply Demonstrate

TEACHING AND LEARNING PLAN:

Hours/Weeks	Unit Objectives	Subject Matter	Learning Experiences [reflecting DQ 3, 4, 5 and 6]	Possible Resources
Stage 1: Engage and Understand				

2hrs	1	• recognise and explain that two major approaches to investigate motor learning have developed over time: cognitive systems and dynamic systems
		   - the cognitive systems approach, which is considered the more traditional approach, involves a hierarchical model of control where higher control centres pass commands to lower control centres resulting in linear changes in movement; it requires an understanding of the process that occurs in making decisions, planning and executing movement
		   - the dynamic systems approach, where movements emerge or self-organise through the dynamic interaction of the environment, the task being performed and the individual; movements are not organised hierarchically, involve non-linear and unpredictable changes, and emerge as part of a complex system
		• recognise and explain that tactical awareness is a personal response to the interaction of constraints of the learner, task and environment during goal-directed behaviour in a physical activity
		• recognise and explain the alignment of dynamic systems to the complex nature of authentic game play
			Brainstorm activity
			  Students discuss the following questions:
			  • Why is learning important?
			  • How do people learn?
			  • How do I learn best?
			Individual activity
			Students:
			  • complete the online Visual Auditory Reading/Writing Kinaesthetic (VARK) questionnaire to identify dominant learning styles
			  • complete a journal entry to self-analyse VARK results. Sample questions can include
			   - What do I understand motor learning to be?
			   - How can knowledge of my dominant learning style affect my learning in volleyball?
			   - How can I best facilitate my learning in this unit?
			   - What do I need to learn?
			   - Is learning physical activity, particularly games, a simple or complex process?
			   - What evidence supports this?
			Table group activity
			Students:
			• research the two different approaches that are used to investigate motor learning: cognitive systems and dynamic systems.
			• compile responses in a T-chart graphic organiser (Figure 1) to compare and contrast the two approaches, identifying:
				This resource contains content that will require teachers to consider sensitivity of the students and the teaching context. Teachers should consult with school leaders and the school community about the suitability of any sample resources.
				• VARK Learn Ltd, 'The VARK questionnaire: How do I learn best?' vark-learn.com/the-varkquestionnaire
				• Figure 1: T-chart graphic organiser Note: All Figure numbers refer to Figures at the end of this document.
				• Spittle, M 2013, Motor Learning and Skill Acquisition: Applications for physical education and sport, Palgrave MacMillan, South Yarra.

			- similarities between the two approaches, e.g. both approaches consider how the body learns to organise movement
			- differences between the two approaches, e.g. cognitive approach is linear; dynamic systems approach is non-linear
			- strengths of each approach
			- limitations of each approach
			- implications for learning volleyball.
			
			Performance activity: Digging
			Students:
			• perform Activity 1: Students organise themselves into two lines. One person tosses the ball to their partner who returns the ball using a dig. After 20 passes, partners swap positions. Cues to focus on
			  - Move feet to get arms under the ball.
			  - Make flat surface with arms (place back of one hand in palm of other) and extend arms in front of the body.
			  - Place one foot in front of other with knees bent.
			  - Extend arms, body and knees to the ball; do not swing arms.	

2hrs	1, 3	• identify and explore dynamic models of learning including dynamic systems theory and the ecological model • recognise and explain that dynamic systems theory views the learner as a complex movement system of many independent and interacting parts, and that this system - self organises in response to the constraints placed upon it. This includes the understanding that self-organisation involves the dynamic interaction of constraints on movement and, when specific constraints are present, the system	**Activity: Construct a mind map about dynamic systems theory** Students identify that: • the learner is a complex movement system that does not follow linear progressions but includes abrupt changes (or transitions) from one stable state to another • the learner is made up of many independent and interacting parts, e.g. when performing a volleyball set, legs bend and extend in conjunction with an extension of the arms to generate force • the movement system will adapt (self-organise) according to the constraints that are put on it • self-organisation is where movement emerges	• Spittle, M 2013, Motor Learning and Skill Acquisition: Applications for physical education and sport, Palgrave MacMillan, South Yarra • Player development project, '7 principles of non-linear pedagogy', playerdevelopmentproject.com/7 - principles-of-non-linearpedagogy • Australia v France — Group 1: 2016 FIVB Volleyball World League, www.youtube.com/watch?v=Bne eKdpiyKs • Constraints graphic organiser (Figure 3)

organises into a specific yet stable state or preferred method of movement
- constraints are the boundaries within which learners can explore and search for movement solutions within a physical activity, including
    o task constraints — the characteristics of the task that can influence movement, e.g. number of players, rules and equipment
    o learner constraints — any personal characteristics of the learner that can influence movement, e.g. height, weight, body composition, motor skills and motivation
    o environmental constraints — any characteristics of the physical and social environment that can influence movement, e.g. playing surface, playing area, movement, noise, weather conditions, teacher, coach, peers and family movement changes and progressions are non-linear as they involve abrupt changes from one stable state to another, e.g. changing from walking to running when increasing the speed on a treadmill

naturally from the dynamic interaction of constraints on movement, e.g. the ball is travelling at a lower trajectory (the constraint), so the player bends their knees to lower their body into position
• constraints are the boundaries that can limit or enable movement and allow learners to search for movement solutions within a physical activity
• constraints are organised into three categories:
    - task constraints, e.g. number of players on volleyball court, volleyball rules
    - learner constraints, e.g. height of opposition, accuracy of passes
    - environmental constraints, e.g. noise of crowd, slippery playing surface, height of net
• when specific constraints are present, the system organises into a specific but stable state, e.g. as we practise a skill, an unstable movement becomes more stable, so that well-learnt skills become very stable states of movement and we become drawn to executing those movement patterns automatically when required
• when learning new movements, progressions are non-linear and involve abrupt changes, e.g. when learning how to perform an overhead serve, students achieve varying rates of success, technique changes dramatically, rate of learning is sometimes quick, other times slow
Activity: Video analysis of volleyball
Students:
• watch video footage of Australia vs France — Group 1: 2016 FIVB Volleyball World League (start video at 11 min)
• use the constraints graphic organiser (Figure 3) to identify the task constraints, learner constraints and environmental constraints within the volleyball game • complete a journal entry using evidence from the video footage to identify
    - specialised movement sequences used in

			the game (refer to volleyball subject matter from Section 6 of the syllabus), e.g. serve, spike, set, dig, block - specialised positions used in the game, e.g. libero - the foundational movement skills used in volleyball, e.g. ready position, footwork - body and movement concepts within the footage • body awareness — balance, transfer of body weight, flight • space awareness — use of space, direction of movement, planes of movement, movement pathways • quality of movement — speed, accuracy, force, flow of movement • relationships — court and net position in relation to teammates and opposition.	
1 hr	1	• recognise and explain that a constraints-led approach to learning can be developed by combining understanding of the dynamic systems theory, which considers the constraints on the motor control system, and the ecological model, which considers how the system interacts with the environment	**Activity: Explore constraints learning** Students: • view the video Constraints Learning vs Isolated Practice • individually, - explain the difference between constraints-led approach to learning and learning through isolated practice - use knowledge of the dynamic systems theory and the ecological model to explain how these two approaches interact to develop constraints-led learning - conduct research to investigate different methods of constraints-led learning, e.g. teaching games for understanding, game sense - compare and contrast constraints-led learning and isolated practice using a T-chart graphic organiser (see Figure 2) - complete a journal entry to evaluate how the	• Constraints Learning vs Isolated Practice, www.youtube.com/watch?v=ZeVzoQUBKn4 • Renshaw, I, Moy, B and Cook, M 2015, 'A constraints-led approach for PE teachers', Active + Healthy Magazine — ACHPER, vol. 22:2/3, pp. 17–19. • Pill, S 2014, Play with Purpose: Game sense to sport literacy, 3rd edn, ACHPER, Hindmarsh, South Australia. • Jarrett, K and Harvey, S 2016, 'Similar, but not the same: Comparing the game based approaches of teaching games for understanding (TGfU) and game sense', eJRIEPS, April 2016, pp. 92–113.

			constraints-led approach can be more beneficial for learning team-based games. Support the response with evidence from secondary data.	• T-chart graphic organiser (Figure 2)
11 hrs	1, 2	• identify and explore a constraints-led approach to learning in the selected physical activity to allow opportunity for exploration of movement sequences and development of movement strategies through - manipulation of task constraints, e.g. manipulating the scoring system, adapting specialised movement sequences - consideration of variations among learners' personal constraints, e.g. considering strengths and limitations of teammates and opponents - interaction with environmental constraints, e.g. varying dimensions within the area of play • recognise and explain that tactical awareness is a personal response to the interaction of constraints of the learner, task and environment during goal-directed behaviour in a physical activity • recognise and explain the principles of decisionmaking in the selected physical activity including - reading play - recognising information and responding - reacting to implement movement - recovering with appropriate movements, e.g.	Performance activity: Game sense learning experiences Students: • demonstrate specialised movement sequences and movement strategies for volleyball in authentic performance environments • refer to descriptions of games-based activities in Figure 6 for explanation of activities, suggestions for manipulating constraints, sample inquiry questions and identification of body and movement concepts in volleyball, e.g. - activities designed to encourage students to move into space and consider placement of the ball ☐No go land ☐Newcombe ball ☐Smash ☐Popcorn - activities designed to develop movement sequences for the dig ☐Keep up game ☐Castle game ☐1 v 1 wall pass ☐Follow the pass - activities designed to develop movement sequences for the set ☐Overhead target game ☐Keep up game ☐Hot potato over the net ☐1 v 1 wall pass - activities designed to develop movement sequences for the serve	Games based activities (Figure 6) (for further game experiences, refer to Mitchell, Oslin and Griffin text) • Sporting schools, 'Playing for life' www.sportingschools.gov.au/About/Playing-For-Life • University of Victoria, 'Strategies for teaching games in physical education' web.uvic.ca/~thopper/WEB/452/PE452web.htm Mitchell, SA, Oslin, JL & Griffin, LL 2013, Teaching Sport Concepts and Skills: A tactical games approach for ages 7 to 18, 3rd edn. Human Kinetics, South Australia. • Pill, S 2014, Play with Purpose: Game sense to sport literacy, 3rd ed., ACHPER, Hindmarsh, South Australia. • Volleyball Spikology 101 Game 2: Catch Set Spike, www.youtube.com/watch?v=TyZD0tYIVKM • Reynaud, C 2011, Coaching Volleyball Technical and Tactical Skills, Human Kinetics, South Australia.

		recover with 'on the ball' and 'off the ball' movements • gather primary data about the relationships between a constraints-led approach to learning, tactical awareness concepts and principles, and personal performance of specialised movement sequences and movement strategies in authentic performance environments	☐ Winning the point ☐ Serve and transition - activities designed to develop movement sequences for the spike and block ☐ Catch, set, spike with progression to adding block - activities designed to combine the movement sequences of the set, dig and, at times, the spike ☐ Off the floor ☐ 3-person pass drill • combine volleyball skills to create specialised movement sequences for volleyball positions, e.g. setter, hitter, libero (refer to volleyball subject matter in Section 6 of the syllabus) • establish understanding that tactical awareness involves the interaction of environment, task and learner constraints and the influence of these constraints on the decisions and actions of players to gain an advantage over the opposing team during a volleyball game. Tactical awareness also involves applying appropriate decisionmaking skills at the correct time to solve problems. - activities designed to develop movement strategies for attack ☐ Plus 5 ☐ 4 v 4 volleyball ☐ Transition to offense ☐ Short–short–long passing game ☐ Attack as a team — introduction to W formation ☐ King/Queen of the court - activities designed to develop movement strategies for defence ☐ 3 v 3 half-court volleyball	

			☐Defend against attack • gather video evidence of personal performance within constraints-led activities and/or game play on a regular basis • complete a journal entry to document learning experiences and volleyball performance while using game sense activities.	
2 hrs	1, 2	• recognise and explain the principles of decisionmaking in the selected physical activity including - reading play - recognising information and responding - reacting to implement movement - recovering with appropriate movements, e.g. recover with 'on the ball' and 'off the ball' movements • identify and explore the principles of play, which are fundamental movement strategies used by individuals or teams to effectively adapt to any tactical situation in authentic performance environments, including - setting up attack - defending against attack - creating, defending and exploiting space - attacking opposition space - scoring • investigate 'on-the-ball' and 'off-the-ball' movements and decision-making in authentic performance environments, using body and movement concepts as criteria. Examples	Activity: Providing external feedback During performance of constraints-led activities and/or games, students: • take turns to act as a 'recorder' and observe the action of a player and record observations (small-sided games may need one 'recorder' per player; swap over so all students can play and observe) - checklists may be used to direct students' observations regarding ☐decision-making during the game, i.e. read, recognise, react and recover ☐errors within the techniques of the specialised movement sequences and movement strategies ☐strengths in the performance ☐recommendations for manipulating constraints to optimise performance - discuss their observations with other recorders (if applicable) to identify common factors, rate limiters and recommendations before sharing findings with players • view video footage taken of performance at regular intervals to apply external and internal feedback • use a Game Performance Assessment Instrument (GPAI; see Figure 5) to analyse video footage of individual	Harvey, S & Robertson, D 2015, 'Enhancing practitioners observations and analysis skills in a game-centred approach', Active + Healthy Magazine — ACHPER, vol. 22:2/3, pp. 23–26. • Game Performance Assessment Instrument (GPAI) (Figure 5) • Mitchell, SA, Oslin, JL & Griffin, LL 2013, Teaching Sport Concepts and Skills: A tactical games approach for ages 7 to 18, 3rd edn, Human Kinetics, South Australia. - Refer to Table 16.1 Tactical problems: Movements and skills in volleyball (p. 403) and Table 16.2 Levels of tactical complexity for volleyball (p. 405) • Video analysis recording table (Figure 4) • App based platforms for tablets to allow for video analysis, e.g. - Video Tagger Pro - CoachCam - Video Analysis — Coach's Friend - Replay Analysis - Edufii: Coaching + Video Analysis

| | | include:
- body awareness, e.g. movement execution, pass or shot selection
- space awareness, e.g. movement pathways, use of space, when to run into space or when to pass
- quality of movement, e.g. force development, efficiency and outcome
- relationships, e.g. interaction with opponent and team members
• gather primary data about the relationships between a constraints-led approach to learning, tactical awareness concepts and principles, and personal performance of specialised movement sequences and movement strategies in authentic performance environments
• use secondary data to analyse how tactical awareness concepts and principles and a constraints-led approach to learning can influence performance in the selected physical activity | performance within constraints-led activities and in volleyball games to
- gather primary data for use in the summative internal assessment 1 (IA1) response
- analyse personal performance, identifying strengths and limitations regarding specialised movement sequences and movement strategies
• view video footage of their team playing volleyball using a think–pair–share strategy
- think: identify the principles of play and 'on-the-ball' and 'off-the-ball' movements and decision-making observable within the team's performance. Record observations in video analysis recording table (Figure 4) as primary data
- pair: share observations with a partner and summarise observations in the table
- share: discuss findings as a class and refine table by adding further information
• complete a journal entry using primary data gathered from video footage and GPAI data to identify the relationships between the constraints-led activities and the
- development of tactical awareness knowledge and understanding in volleyball games
- demonstration of the principles of decision-making in game play
- understanding of the principles of play
- demonstration of body and movement concepts in 'on-the-ball' and | - Coach's Eye |

			'off-the-ball' movements • support observations using evidence from secondary sources.	
Apply and analyse				
2 hrs	4	• analyse and synthesise primary data and secondary data about the influence of the constraints-led approach to learning and tactical awareness concepts and principles on movement sequences and movement strategies in the selected physical activity	Jigsaw activity: Class performance analysis In groups of three, students: • individually, investigate a different specialised movement sequence: hitter, setter or libero - reorganise to form 'expert' groups where everyone investigated the same specialised movement sequence and analyse video footage and GPAI data of a class volleyball game, including ☐ identification of the role of the hitter/setter/libero in the game ☐ analysis of the key demands of the specialised movement sequences of the hitter/setter/libero ☐ analysis of the task, learner and environmental constraints that limit or enable the personal performance of the hitter/setter/libero in various movement strategies from the principles of play ☐ evidence of decision-making through 'on-the-ball' and 'off-the-ball' movements - return to the group of three to share the analysis and record information. Activity: Individual performance analysis Students: • analyse personal performance in one movement strategy: hitter, setter or libero - record analysis in a journal entry - support analysis using secondary data.	• App based platforms for tablets to allow for video analysis, e.g. - Video Tagger Pro - CoachCam - Video Analysis — Coach's Friend - Replay Analysis - Edufii: Coaching + Video Analysis - Coach's Eye • Game Performance Assessment Instrument (GPAI) (Figure 5) • Mitchell, SA, Oslin, JL & Griffin, LL 2013, Teaching Sport Concepts and Skills: A tactical games approach for ages 7 to 18, 3rd edn, Human Kinetics: South Australia.

| | 3, 4 | • optimise performance in the selected physical activity by devising personal and team tactical strategies that consider the manipulation of task, learner and environmental constraints as part of a constraints-led approach relevant body and movement concepts, and specialised movement sequences two different principles of play determined outcomes of performance in the selected physical activity

• implement tactical and movement strategies to gather primary data about the outcomes, implications and limitations of decisions

• analyse primary data and secondary data to ascertain the relationships between tactical strategies, concepts and principles, and personal and team performance | Performance activity: Devise and implement a tactical strategy
Students:
• use information from the individual analysis, previously conducted in
class, to devise a personal tactical strategy to be implemented into
future game performances that considers
- manipulating the task, learner and/or environmental constraints that
affect personal performance
- the relevant body and movement concepts that are affected during
personal performance
- two different principles of play
- a specified outcome for personal performance, e.g. adjusting
position on court (space awareness) to allow for a more effective
take-off when implementing the spike as an outside hitter
• implement the personal tactical awareness strategy in volleyball
games to gather video evidence of personal performance and use
GPAI to gather primary data
• complete a journal entry using primary data gathered from video
footage and GPAI data to identify the relationship between the
personal tactical strategy and the
- demands of the selected movement strategy during performance
- demonstration of the principles of decision-making during
performance
- personal performance of the movement strategies for the relevant
principles of play
- demonstration of body and movement | App based platforms for tablets to allow for video analysis, e.g.
- Video Tagger Pro
- CoachCam
- Video Analysis — Coach's Friend
- Replay Analysis
- Edufii: Coaching + Video Analysis
- Coach's Eye
• Game Performance Assessment
Instrument (GPAI) (Figure 5)
• Mitchell, SA, Oslin, JL & Griffin, LL 2013, Teaching Sport Concepts and Skills: A tactical games approach for ages 7 to 18, 3rd edn, Human Kinetics, South Australia. |
| 3 hrs | | | | |

			concepts in 'on-the-ball' and 'off-the-ball' movements • support observations using evidence from secondary sources.	
Evaluate and justify				
3 hrs	5, 6, 7	reflect on primary data and secondary data to evaluate the effectiveness of tactical strategies to achieve a determined outcome, for example - meeting the performance requirements of the physical activity - manipulating task, learner and environmental constraints as part of the constraints-led approach - optimising the performance of specialised movement sequences and movement strategies • make decisions to maintain or modify the tactical and movement strategies to optimise performance in the selected physical activity • justify the development of tactical and movement strategies using evidence from primary data and secondary data • justify maintenance or modification of the tactical and movement strategies using evidence from primary data and secondary data • make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.	Journal activity: Reflection of personal performance in volleyball Students: • view video footage and use GPAI data to complete a SWOT (strengths, weaknesses, opportunities, threats) analysis and evaluation of their personal performance in volleyball, including - identifying their role in the team: hitter, setter or libero - evaluating their execution of the specialised movement sequences and movement strategies by considering the ☐ strengths and limitations in their personal performance ☐ constraints that affected their personal performance ☐ application of body and movement concepts to appraise performance • compile information in a SWOT analysis chart • complete a journal entry to evaluate the effectiveness of the personal tactical strategy by reflecting on information gathered from video footage and GPAI data. Consider the following questions in the evaluation - How does the personal tactical strategy meet the desired outcome of the specialised movement sequences and/or movement strategy? - How do relevant constraints affect the	Creately, 'SWOT analysis templates', creately.com/blog/examples/swot-analysis-templates-creately • Software programs designed to assist in compilation of multimodal folio, e.g. - PowerPoint - Screencast-O-Matic - Windows Movie Maker

			performance? - How does the personal tactical strategy use the principles of decision-making to optimise performance? • justify the effectiveness of the personal tactical strategy by considering the following questions - What evidence in the gathered primary data supports the initial development of the tactical strategy? - How does gathered primary data justify further modification and maintenance of the personal tactical strategy? - How does secondary data (research from secondary sources) support the development, maintenance or modification of the personal tactical strategy used? • make decisions about the organisation of information and use of appropriate language conventions and mode-appropriate features to produce a multimodal folio of evidence	

5 hrs	1 ,2, 3, 4, 5, 6, 7	Unit 3 Topic 1: Tactical awareness integrated with
		volleyball
			Summative internal assessment 1: Project — folio (25%) Students:
			
			• decide on the format for the 9–11 minute multimodal presentation and include
			    - genre conventions for an analytical response, including sustained analysis, synthesis and evaluation
			    - language features appropriate to visual and written or spoken modes
			    - referencing conventions that reflect ethical scholarship through the use of in-text citations and a reference list using a recognised system of referencing
			    - appropriate language conventions and mode-appropriate features.	