**PDHPE FACULTY**



**PE ASSESSMENT TASK 1 COVERSHEET**

Stage 5- Year 9

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| TOPIC/MODULE: Cultural Games  WEIGHTING: 25% marked out of 23  DUE DATE: 2 weeks after received |

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| OUTCOMES:  5.4 adapts, transfers and improvises movement skills and concepts to improve performance  5.5 composes, performs and appraises movement in a variety of challenging contexts  5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives |

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| PHYSICAL LITERACY CONTINUUM MARKERS: |

**Cluster 6:**

**Aspect – Tactical Movement (Thinking in Action)**

* Evaluates tactics according to purpose to participate successfully across a range of physical activities

**Aspect – Movement Competencies (Combinations)**

* Adapts and improvises movement skills, and combinations of skills, to perform innovative movement across a range of physical activity contexts.

**Aspect – Motivation and Behavioural skills (Values and Attitudes)**

* Advocates for and positively influences the physical activity experiences of others

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| TASK DESCRIPTION: European Handball |
| **Task 1: Skill Execution**  Record your partner performing passing and dribbling for a European Handball context. Using the feedback sheet provided reflect on your learning and your understanding of skill acquisition and performance by providing feedback.  **Task 2: Skill Application**  Observe your partner dribbling and passing during the game.  Make a tally (using the sheet provided) of the appropriate and inappropriate skill application made when selecting what to do with the ball during the game.  **Task 3 – Decision Making**  Observe your partner participating in the European handball game  Make a tally (on the sheet provided) of the appropriate and inappropriate decisions made when selecting what to do with the ball during the game. Provide feedback (on the sheet provided) on your partners strengths and weaknesses.  **WHAT DO I NEED TO DO TO COMPLETE THE TASK? (Resources)**   * Student information sheet * Feedback Sheets * Knowledge of strategies and tactics (Game Sense) within the game of European Handball * Knowledge and understanding of the execution of fundamental components of European Handball skills   **HOW WILL I BE ASSESSED? (Criteria for Assessing Performance).**  Students will be assessed on their ability to:   * Demonstrate ***strategical knowledge*** required for effective game play within a game of European Handball * Demonstrate knowledge of the basic movement skills required for effective game play in European Handball * Demonstrate knowledge of the movement skills required for effective game play in a variety of challenging contexts within the game.   **HOW WILL I KNOW HOW WELL I HAVE DONE? (Feedback)**   * Students will receive written feedback from the teacher on the marking criteria sheet.   **HOW WILL THIS HELP ME IN FUTURE LEARNING IN PDHPE (Future Directions)?**   * Students will have a better understanding of action rules, that govern invasion games and perform fundamental technical skills required in European Handball, which will transfer to games of a similar nature.  |  | | --- | | SPECIAL PROVISIONS: |  * This is a formal assessment item. Absence due to illness must be supported by a medical certificate, presented to the Head Teacher on the **first** day of your return to school, irrespective of your timetable for this subject. You must be prepared to attempt the task on the first day of your return to school – i.e. when your medical certificate expires. * **Penalties for unacceptable late submission and non-attempt of assessment** are as follows: One day late- 10% of total mark; Two days late- 20% of total mark; Three days late- 30% of total mark; Four days late- 40% of total mark; Five days late- 50% of total mark; More than five days late- mark of zero. If the work has not been submitted after a week the student will re-attempt the task * If **plagiarism** is evident an automatic mark of zero will be given and the student/s guilty will re-attempt the assessment. * If the assessment is a **non-serious attempt or non-attempt** noted by both the Teacher and Head Teacher the student will receive zero and will re-attempt the assessment. |

Peer Assessment in European Handball

Weighting: 25% (Marked out of 25)

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| ASSESSMENT CRITERIA |

# Marking Guideline – PART ONE Skill Component (7 marks)

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The teacher is to highlight/circle the criteria box which corresponds with the student’s ability level. Each criteria box highlighted/circled represents a quantity of marks towards the assessment total out of 25. To accomplish the component, it would be expected that students meet the skill requirement regularly during the assessment. In some cases the students might meet requirements across two criteria levels, if this is the case, the teacher is to exercise their professional judgement to determine what criteria level has been adequately satisfied.

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| **Marking Criteria** | | | | |
|  | **0** | **1** | **2** | **3** |
| **Assesses Skill execution** | No effort made or little accuracy in assessment of partners achievement of criteria | *Accurately assess partners’ achievement of skill component across at least 2 criteria* | *Accurately assess partners achievement of skill component across at least 4 criteria.* | *Accurately assess partners achievement of skill component across all criteria.* |
|  | **0** | **1** | **2-3** | **4** |
| **Feedback** | No effort made | Provides partner with some very basic feedback that may or may not be relevant to their actual skill performance. | Provides partner with some informed feedback that is a reflection of some of their achievement of the skill | Provides partner with insightful and informed feedback that reflects on all aspects of the skill criteria and demonstrates extensive understanding of the skills demonstrated. |

# Marking Guideline – PART TWO Skill Application *– 8 marks*

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| **Marking Criteria** | | | | |
|  | **0** | **1** | **2** | **3** |
| **Tally’s Skill Application** | No effort made or little accuracy in assessment of partners achievement of criteria | *Little accuracy of tally in relation to partners achievement of skill application in a game situation.* | *Some accuracy of tally in relation to partners achievement of skill application in a game situation.* | *Complete accuracy of tally in relation to partners achievement of skill application in a game situation.* |
|  | **0** | **1-2** | **3-4** | **5** |
| **Feedback** | No effort made | Provides partner with some very basic feedback that may or may not be relevant to their actual skill application. | Provides partner with some informed feedback that is a reflection of some of their achievement of the skill application. Demonstrates some understanding of skill application in a game situation. | Provides partner with insightful and informed feedback that reflects on all aspects of the skill application and demonstrates extensive understanding of the skills demonstrated. |

# Marking Guideline – PART THREE Decision Making – 8 marks

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| **Marking Criteria** | | | | |
|  | **0** | **1** | **2** | **3** |
| **Tally’s Skill Application** | No effort made or little accuracy in assessment of partners achievement of criteria | *Little accuracy of tally in relation to partners achievement of decision making in a game situation.* | * *Some accuracy of tally in relation to partners demonstration of decision making in a game situation.* | * *Complete accuracy of tally in relation to partners demonstration of decision making in a game situation.* |
|  | **0** | **1-2** | **3-4** | **5** |
| **Feedback** | No effort made | Provides partner with some very basic feedback that may or may not be relevant to their actual decision making in the game situation. | Provides partner with some informed feedback that is a reflection of some of their achievement of the decision making. Demonstrates some understanding of skill application in a game situation. | Provides partner with insightful and informed feedback that reflects on all aspects of the decision making and demonstrates extensive understanding of the skills demonstrated. |

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| **Total Marks** | |
| 1. **Skill Execution** | **\_\_\_\_\_\_\_\_\_\_\_/7** |
| 1. **Skill Application** | **\_\_\_\_\_\_\_\_\_\_\_/8** |
| 1. **Decision Making** | **\_\_\_\_\_\_\_\_\_\_\_/8** |
| **Total:** | **\_\_\_\_\_\_\_\_\_\_\_/23** |

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| --- | --- | --- | --- | --- |
| **Grade** | | | | |
| **A** | **B** | **C** | **D** | **E** |
| **23-21** | **20-16** | **15-11** | **10-6** | **5-0** |

**Achievement of Outcomes in the Task:**

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| * 1. Adapts, transfers and improvises movement skills and concepts to improve performance | | | |
| **Not Evident** | **Working Towards** | **Achieved** | **Working Beyond** |
| **5.5** Composes, performs and appraises movement in a variety of challenging contexts | | | |
| **Not Evident** | **Working Towards** | **Achieved** | **Working Beyond** |
| * 1. Adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives | | | |
| **Not Evident** | **Working Towards** | **Achieved** | **Working Beyond** |

# LEICHHARDT CAMPUS

# PDHPE FACULTY

STUDENT FEEDBACK SHEET

PE ASSESSMENT TASK 1:

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| STUDENT: |
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| TOPIC / MODULE: Cultural Games |

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| WEIGHTING |

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| TASK RANK 25% | TASK AVERAGE (optional) |

Results of Assessment Tasks can only be queried at the time tasks are returned. You should therefore see your teacher immediately if you have any concerns about the marks awarded to you.

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| COMMENT |

***Task 1 – Skill Execution***

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| **Dribbling and Passing in European Handball**  Record your partner performing passing and dribbling for a European Handball context. Using the feedback sheet provided reflect on your learning and your understanding of skill acquisition and performance by providing feedback. |
| **Checklist** |
| |  |  |  |  | | --- | --- | --- | --- | | ***Criteria used to assess student*** | ***Skill Component proficiency***  Yes ✓ No 🗶 | | ***Overall skill Proficiency level:***   * Developing proficiency (0-3) * Approaching Proficiency (4-6) * Proficient (7-8) | | **Passing** |  |  |  | | Pass goes to intended target (accurate) |  |  | | Pass goes in front of intended player |  |  | | Pass is performed whilst running |  |  | | Pass has appropriate amount of power |  |  | | **Dribbling** |  |  | | Ball is dribbled at hip height |  |  | | Player does not double dribble |  |  | | Player has control of the ball |  |  | | Player uses dribbling to improve position |  |  | |
| ***Comments*** |

***Task 2: Skill Application***

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| Skill Application  Observe your partner dribbling and passing during the game.  Make a tally (using the sheet provided) of the appropriate and inappropriate skill application made when selecting what to do with the ball during the game. | |
| Components: | |
| Student passes and dribbles effectively (with efficient skill) using appropriate level of of force, accuracy and control.   * Selects the appropriate to time to dribble and pass e.g. to create space or give to an open player * Passes reach the intended target * Dribbling is controlled and improves position * Protects the ball whilst dribbling | |
| I - Inappropriate | A = Appropriate |
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| Checklist – Skill Application | |
| I - Inappropriate | A = Appropriate |
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| Positive Feedback – recognise your partner’s strengths in decision making and player movement and identifies modification to improve upon. |
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| Things to improve on – Recognise errors in decision making and player movement and identifies modification to improve upon. |
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***Task 2: Decision Making***

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| Decision Making  Observe your partner participating in the European handball game  Make a tally (on the sheet provided) of the appropriate and inappropriate decisions made when selecting what to do with the ball during the game. Provide feedback (on the sheet provided) on your partners’ strengths and weaknesses. | |
| Components: | |
| Decision making: Appropriately decides what to do with the ball/ object (or projectile) during play.  ● Decides when to Dribble or when to pass (how? Why?)  ● Decide pass placement (Where? When? Why?) | |
| I - Inappropriate | A = Appropriate |
| * Decision of what to do with the ball when playing is not appropriate for the situation e.g. passes to a marked player * Dribbling/passing selection reflects limited understanding of opposing teams movements, rules of the game and how to create space or advantage. * Passing reflects inappropriate levels of force, low accuracy or inconsistent placement or control. * Dribbling reflects inappropriate level of control or protection from opposition. | * Decision of what to do with the ball when playing is appropriate for the situation e.g. passes to a marked player * Dribbling/passing selection reflects comprehensive understanding of opposing teams movements, rules of the game and how to create space or advantage. * Passing reflects appropriate levels of force, low accuracy or inconsistent placement or control. * Dribbling reflects appropriate level of control or protection from opposition. |
| Checklist – Skill Application | |
| I - Inappropriate | A = Appropriate |
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| **Positive Feedback** – recognise your partner’s strengths in decision making and player movement and identifies modification to improve upon. |
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| **Things to improve on** – Recognise errors in decision making and player movement and identifies modification to improve upon. |
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