**PDHPE FACULTY**

**PE ASSESSMENT TASK 1 COVERSHEET**

Stage 5- Year 9

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| TOPIC/MODULE: Net Court - Game Sense  WEIGHTING: 25% marked out of 25  DUE DATE: TWO WEEKS after receiving task (depending on your teacher) |

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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  5.14 confidently uses movement to satisfy personal needs and interests |

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| PHYSICAL LITERACY CONTINUUM MARKERS: |

**Cluster 6:**

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

* Transfers and adapts 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.

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| TASK DESCRIPTION: Design a Game |
| ***Net/Court Game Design – (Marks):***  In pairs students will be assessed on their ability to create a team game based on the following parameters:   * Space – volleyball sized court. * Net – must be used throughout the game.   Students will need to provide a video presentation outlining their game design including the below components (*3 Marks*) (*this presentation could consist of a power-point presentation with voiceover or a visual presentation positioned on the court* *etc.*).   * Description of the game (*2 Marks)* * Rules (*5 Marks)* * Equipment (*1 Marks)* * Safety Considerations (*4 Marks)* * Diagram, displaying the starting position (*2 Marks)* * Description of (1) offensive and (1) defensive strategy used for effective game play. Strategy must incorporate more than one individual player (*4 Marks each strategy*).   Students will need to provide a written *supporting document* that supports their video presentation e.g. rules card, diagram etc.  **WHAT DO I NEED TO DO TO COMPLETE THE TASK? (Resources)**   * Assessment sheet * Knowledge of strategies and tactics (Game Sense) within the category of net/court * Effective communication 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 the developed games * Perform 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 strategies and tactics that govern net/court games, which will transfer to games of a similar nature.  |  | | --- | | SPECIAL PROVISIONS: |  * Students who have successfully applied for special provisions for their assessment tasks MUST see their course teacher within a week of receiving this notification to organise the resources and requirements of the special provisions. Failure to do this may result in the required resources being unavailable on the day of the assessment task. * Students are reminded that late tasks will not be accepted unless an illness/misadventure form is submitted to the appropriate HT with a Doctor’s certificate immediately upon return to school. |

Net Court Game Design

Weighting: 25% (Marked out of 25)

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| ASSESSMENT CRITERIA |

# Marking Guideline – *25 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. 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** |  |
| **Description of the Game** | * *Description not provided* | * Provides a description lacking detail and fundamental components of the game | * Provides an in-depth description of the game, i.e. including aim, game category (net/court). |  |
|  | **0** | **1-2** | **3-4** | **5** |
| **Rules** | * *Rules not provided* | * Some rules provided * Not in sequential order | * Most rules provided, including all major rules * May or may not be in sequential order | * All rules provided for complete understanding of the game * Rules detailed in sequential order. |
|  | **0** | **1** |  |  |
| **Equipment** | * Equipment required not provided (or) * Elements of equipment missing | * All equipment required provided |  |  |
|  | **0** | **1** | ***2-3*** | **4** |
| **Safety Considerations** | * Safety considerations not provided (or) * Limited elements of safety considerations provided | * Safety only considered in relation to either equipment or environment | * Most safety issues considered across all areas * Some major safety considerations are missing * Rules may or may not address all safety concerned | * Safety considered in relation to all possible areas, i.e. equipment and environment * Rules in place to address all safety concerns |
|  | **0** | **2** |  |  |
| **Diagram** | * *Diagram not provided* * Diagram unclear | * Diagram provided is clear, with essential items labelled. |  |  |
|  | **0** | **1** | **2-3** | **4** |
| **Offensive Strategy** | * Strategy not provided (or) * Strategy incorrect/ineffective | * Provides basic strategy * Strategy only incorporates an individual player * Strategy not supported with a justification | * Provides an advanced offensive strategy * Strategies include more than one player (i.e. sub team or whole team strategy) * Provides basic justification or no justification for strategy provided | * Provides an advanced offensive strategy * Justifies strategy in regards to action rules * Strategy incorporates more than one player (i.e. sub-team or whole team strategy). |
|  | **0** | **1** | **2-3** | **4** |
| **Defensive Strategy** | * Strategy not provided (or) * Strategy incorrect/ineffective | * Provides basic strategy * Strategy only incorporates an individual player * Strategy is not supported with a justification | * Provides an advanced defensive strategy * Strategies include more than one player (i.e. sub team or whole team strategy) * Provides basic justification or no justification for strategy provided | * Provides and advanced defensive strategy * Justifies strategy in regards to action rules * Strategy incorporates more than one player (i.e. sub-team or whole team strategy). |
|  | **0** | **1** | **2** | **3** |
| **Presentation** | * No attempt or non-serious attempt made | * Poor communication demonstrated * Some components of game design included | * Clear communication skills * Most key elements of game included (e.g. diagrams, verbal or visual) * Knowledge demonstrated of game was clear but not in depth. | * Strong Communication skills * Clear demonstration of key elements of game included (e.g. diagrams, verbal or visual) * In depth knowledge of game demonstrated |

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| **Total Marks** | |
| 1. **Description of the Game** | **\_\_\_\_\_\_\_\_\_\_\_/2** |
| 1. **Rules** | **\_\_\_\_\_\_\_\_\_\_\_/5** |
| 1. **Equipment** | **\_\_\_\_\_\_\_\_\_\_\_/1** |
| 1. **Safety Considerations** | **\_\_\_\_\_\_\_\_\_\_\_/4** |
| 1. **Diagram** | **\_\_\_\_\_\_\_\_\_\_\_/2** |
| 1. **Offensive Strategy** | **\_\_\_\_\_\_\_\_\_\_\_/4** |
| 1. **Defensive Strategy** | **\_\_\_\_\_\_\_\_\_\_\_/4** |
| 1. **Presentation** |  |
| **Total:** | **\_\_\_\_\_\_\_\_\_\_\_/25** |

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| **Grade** | | | | |
| **A** | **B** | **C** | **D** | **E** |
| **25-21** | **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** |
| **5.14** Confidently uses movement to satisfy personal needs and interests | | | |
| **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: Game Sense |

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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 |