

MANILLA CENTRAL SCHOOL - ASSESSMENT TASK NOTIFICATION 2023

Stage 5 PDHPE – R Wrightson

Task Number: 1

Weight: 30%

Notification Date: Term 1 Week 7 Wednesday 08/03/2023

Due Date: Term 1 Week 9 Friday 24/03/2023

To Miss Wrightson by 3.20pm



PRACTICAL JOURNAL

OUTCOMES ASSESSED

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of group or contexts

TASK DESCRIPTION

Students will be assessed on the following three elements:

Part 1: Practical Journal

Part 2: Small group game creation and presentation

Part 3: Participation and physical competence displayed throughout the unit.

TASK INSTRUCTIONS

Part 1: Practical Journal (10 marks)

Students are required to complete a reflective journal (in class) when completing practical activities. Students will be provided with 5-10 mins at the end of each practical lesson to complete this reflective journal. The reflective journal will be submitted as part of this assessment.

Part 2: Small group game creation and presentation (40 marks)

In pairs or groups of 3 students will complete the following:

1. Design a new or modify an existing game or sport.
 - a. Develop a list of rules for the game/sport
 - b. Identify safety guidelines and considerations for the game/sport
 - c. Produce a 1-page handout identifying the rules and safety considerations
2. Present the game to the class and instruct the class during completion of the game/sport.

Part 3: Participation and physical competence displayed throughout the unit. (2 marks)

Each lesson students will be observed and an analysis of their competence in Fundamental and Specialised Movement Skills will be completed by the teacher.

Teacher's signature: _____

Miss R Wrightson

Head Teacher's signature: _____

Miss A Nott

Deputy Principal's signature: _____

Mrs A Lawrence

MARKING CRITERIA

Part 1: Practical Journal

Criteria	Mark
<ul style="list-style-type: none"> Journal is completed in a detailed and thoughtful manner for all activities undertaken throughout the term. Journal demonstrates an exceptional degree of self-reflection and understanding of factors involved with positive participation in regular physical activity and sport. Journal demonstrates a high level of literacy in writing 	9-10
<ul style="list-style-type: none"> Journal is completed in a detailed and thoughtful manner for most, but not all activities undertaken throughout the term. Journal demonstrates a high degree of self-reflection and understanding of factors involved with positive participation in regular physical activity and sport. Journal demonstrates a high level of literacy in writing 	7-8
<ul style="list-style-type: none"> Journal is completed in a satisfactory manner for most activities undertaken throughout the term. Journal demonstrates a satisfactory degree of self-reflection and understanding of factors involved with positive participation in regular physical activity and sport. Journal demonstrates a standard level of literacy in writing 	5-6
<ul style="list-style-type: none"> Journal is completed in a poor manner for most activities undertaken throughout the term. Journal demonstrates a limited degree of self-reflection and understanding of factors involved with positive participation in regular physical activity and sport. Journal demonstrates a standard level of literacy in writing 	3-4
<ul style="list-style-type: none"> Journal is completed in an extremely basic manner for some activities undertaken throughout the term. Journal demonstrates a very limited degree of self-reflection and understanding of factors involved with positive participation in regular physical activity and sport. Journal demonstrates a poor level of literacy in writing 	1-2

Part 2: Small group game creation

Criteria	Mark
<ul style="list-style-type: none">• Develops a list on comprehensive rules that governs participation in the game/sport• Identifies a comprehensive range of safety guidelines and considerations that reflect established polices and process to ensure safe participation in physical activity• Produces a 1-page handout that is informative, easy to read, includes diagrams and picture to assist understanding and demonstrates a exceptional level of literacy skills and writing quality.	17 - 20
<ul style="list-style-type: none">• Develops an extensive list of rules that govern participation in the game/sport• Identifies a detailed range of safety guidelines and considerations that somewhat reflect established polices and process to ensure safe participation in physical activity.• Produces a 1-page handout that is informative, easy to read, includes diagrams and picture to assist understanding and demonstrates a high level of literacy skills and writing quality.	13 - 16
<ul style="list-style-type: none">• Develops a satisfactory list of rules that govern participation in the game/sport, but may lack some detail or be ambiguous in places.• Identifies a sound range of safety guidelines and considerations that somewhat reflect established polices and process to ensure safe participation in physical activity. Some major safety considerations may be missing or inadequately addressed.• Produces a 1-page handout that is easy to read, includes diagrams and picture to assist understanding and demonstrates a sound level of literacy skills and writing quality.	9 - 12
<ul style="list-style-type: none">• Develops a limited list of rules that govern participation in the game/sport, lacks considerable detail or be ambiguous in places.• Identifies a limited range of safety guidelines and considerations. These guidelines do not reflect established polices and process to ensure safe participation in physical activity. Some major safety considerations may be missing or inadequately addressed.• Produces a 1-page handout that includes diagrams and pictures, but limited information to assist understanding and demonstrates a basic level of literacy skills and writing quality.	5-8
<ul style="list-style-type: none">• Presents 1 or 2 rules but doesn't provide enough detail to fully understand the nature of the game/sport.• Identifies a very limited range of safety guidelines and considerations. These guidelines do not reflect established polices and process to ensure safe participation in physical activity. Some major safety considerations may be missing or inadequately addressed.• Produces a document that is less than 1-page that includes diagrams and pictures, but such limited information it is difficult to interpret. Demonstrates a poor level of literacy skills and writing quality.	1-4

Part 2: Presenting to the class

	(1 mark) Needs improvement.	(2 marks) Developing	(3 marks) Competent	(4 marks) Mastered
Verbal Communication (Tone, volume, clarity of speech during delivery of instructions, feedback running of lesson)	Students speaks with a soft voice that is difficult for students to hear. Speech is often fumbled and difficult to understand.	Students demonstrates ability to speak in a clear a concise manner at times but is inconsistent with delivery of instructions and feedback.	Students are able to confidently address the class. Their speech is at most times clear and easy to understand. They may experience minor lapses.	Students demonstrates exceptional communication skills. They are confident and assured with their delivery. They use their voice as an effective tool to convey information and control the class during instruction delivery.
Visual Demonstrations (Use of body language and movement to demonstrate specific skills required for the game)	Student rarely provides a visual demonstration of skills.	Students attempts to visually demonstrate skills but may use technically incorrect or inconsistent demonstrations.	Students confidently uses visual demonstrations throughout the lesson. They ensure that all students can see these demonstrations and use technically correct methods.	Students frequently uses technically correct demonstrations throughout the lesson. Visual demonstrations are well paired with verbal instructions are repeatedly regularly to reinforce technique corrections.
Provision of feedback (Providing both whole class and individualised feedback regarding performance and technical skills)	Students fails to recognise how and when to provide feedback to students	Students make attempts at providing feedback but may lack the verbal and visual skills to ensure the feedback is effective.	Students confidently provides a combination of verbal and visual feedback to the class. At times they may demonstrate the provision of individualised feedback	Students demonstrates frequent effective and meaningful feedback in both verbal and visual formats. Student can provide both whole group and individualised feedback and tailors this feedback effectively to the given situation
Class management (Ability to keep class focused on the task at hand, engaged in the activities and behaving appropriately)	Students are unable to maintain control over the class throughout the lesson.	Students are able to maintain control of the class for short periods of time but requires frequent assistance from the class teacher.	Students are able to confidently maintain control over the class for the majority of the lesson. May only require minimal assistance from the class teacher.	Students maintain a high degree of control over the class for the duration of the lesson. They do not require any assistance from the class teacher in managing student behaviour or engagement.
Organisation (Organisation of all necessary equipment, ensuring the smooth running of the lesson)	Students are poorly organised and do not have all required equipment to adequately run the lesson	Students have most equipment and activities organised in a manner that enables a relatively smooth running of the lesson.	Students demonstrate a high level of organisation related to equipment and running of the lesson. The lesson runs in a smooth manner.	Students demonstrate an exceptional level of organisation and efficiently in delivering a profession and fluent lesson.

Part 3: Participation and physical competence displayed throughout the unit.

	Marks			
	1	2	3	4
Movement Walks, runs, skips and slides at different tempos and speeds with a variety of equipment.	Student is unable to perform basic movement skills using equipment.	Student performs most movement skills and is working on performing skills at different speeds and tempos and with equipment.	Student performs movement skills efficiently and is able to vary speed and tempo while using equipment.	Skills have been mastered and can be performed interchangeably in a variety of speeds, tempos and situations with equipment.
Ball Skills Moves and stops a ball with hands and feet. eg, roll, kick, dribble, catch and throw.	Student is unable to perform basic ball skills.	Student performs basic ball skills at an elementary level and needs to work on two or more skills.	Student performs ball skills competently in a variety of predictable situations.	Student performs ball skills with ease and can apply these skills in a variety of games and situations.
Equipment handling Uses sporting equipment correctly. Easily able to manipulate the sporting equipment to improve performance.	Student is unable to use sporting equipment successfully.	Student can demonstrate basic control of sporting equipment.	Student demonstrates a good degree of control of sporting equipment. They are able to manipulate use of equipment with a growing degree of success.	Student demonstrates an advanced level of equipment control. Student is able to modify use of the equipment based on game situation and enhances their performance through this manipulation.
Spatial Awareness Moves effectively in a variety of ways within a defined space and avoids contact with others.	Student has no concept of space and continually runs into others and cannot stay within a defined area.	Student's spatial awareness is developing, however at times runs into others.	Student is able to play within a defined area and has developed good spatial awareness.	Student is able to play within a defined area without touching others. They are aware of their position and the position of others.
Participation Participates in games where cooperation is important for success.	Student rarely participates in group activities.	Student mostly participates in group activities and is working on cooperating with others.	Student participates in all activities and cooperates with peers.	Student participates in all activities and encourages peers to do the same. The student shows cooperation and sportsmanship in all games and activities.
Safety Participates according to the rules. Demonstrates safe use of sporting equipment. Follows teacher instructions regarding safe participation.	Student frequently engages in unsafe behaviour.	Students generally acts in a safe manner, may experience minor moments of unsafe behaviour.	Student regularly engages in safe behaviours and requires little or no reminding of safety.	Student consistently demonstrates safe behaviour. Student will often prompt others to engage safely or actively act to reduce unsafe behaviour of others.
Sportsmanship Encourages other students. Abides by the rules. Includes all team mates in gameplay. Treats all players with respect. Acts in a respectful manner towards the umpire. Does not dominate play at the detriment of other players.	Student fails to display any reasonable level of sportsmanship.	Student displays a small degree of sportsmanship from time to time. May require staff prompting to demonstrate the sportsmanship	Student regularly demonstrates sportsmanship but may experience minor moments of un-sportsman like behaviour	Student consistently demonstrated a high degree of sportsmanship. Encourages other students in a respectful manner to demonstrate sportsmanship but leads by example

Feedback:

Signature: _____

Date: _____

Task Mark:	Task Rank:	Cumulative Rank:
<i>/78</i>		