**PDHPE FACULTY**



**PE ASSESSMENT TASK 1 COVERSHEET**

Stage 5- Year 10

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| TOPIC/MODULE: Game Sense  WEIGHTING: 25% marked out of 25  DUE DATE: to be assessed in week 8 Term 1 or Term 2 (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: Game Sense-Oz-Tag |
| ***Part 1: Practical Component – (15 Marks):***  Students will be assessed on their ability to demonstrate ***strategical knowledge*** and ***technical skills*** required for effective game play whilst participating in a modified game of Oz-Tag (5 versus 5).  Areas for assessment include:   * Offence * Defence * Passing/Catching * Movement * Tagging   Students will develop their knowledge on strategies and tactics within invasion games, and will have opportunity to refine movement skills through a range of teaching and learning activities across the unit.  ***Part 2 Written Component – (10 Marks):***  Students will be given an illustration (picture) of a particular game configuration within Oz-Tag. Students will be required to: 1) Draw and 2) Write an explanationof ***(TWO) strategies*** that could be used to improve their team’s chance of scoring.  **WHAT DO I NEED TO DO TO COMPLETE THE TASK? (Resources)**   * Student information sheet * Knowledge of strategies and tactics (Game Sense) within the game of Oz-Tag * Movement skill competence and confidence   **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 Oz-Tag * 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 action rules, that govern invasion games and perform fundamental technical skills required in Oz-tag, 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. |

Strategies and Tactics and Skills for Effective Play in Oz-Tag

Weighting: 25% (Marked out of 25)

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| ASSESSMENT CRITERIA |

# Marking Guideline – PART ONE Practical Component – *15marks*

**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** | | | | |
| **Strategies and Tactics** | **0** | **1** | **2** | **3** |
| **Offense** | * Remains outside of play when not in possession of the ball. * When in possession does not know what to do and disposes of ball or does not attempt to run in order to be touched. | * Runs into space * Progresses ball forward * Often does not support ball carrier by being in position to receive ball (OR) * Only attempts to position themselves in place of action (follows ball) disregarding roles within a team. * Does not pass even when not advantageous to personally progress | * Always supports the ball carrier by being in position to receive * Looks for potential opportunities and to pass after receiving the ball * *All aspects of previous criteria* | * When in possession student utilises other players (passes) when not advantageous to progress * Takes part in sophisticated offensive plays, such as: Wrapping around the pass or Switch. * Student assists team players in scoring through field movement without intention of receiving, in order to deceive opponents * Student understands the importance of all members of the field and does not only move into position of action (ball play) and waits for potential opportunities * Student is often involved in play configurations that lead to scoring without necessarily being the player to score. * *All aspects of previous criteria* |
| **Defence** | * Student stands to side without watching play. * When player in possession in front of them they wait until they progress to them (OR) * Player relies on other team players to tag opponents | * Student maintains defensive line (sometimes) * Takes time to return onside | * Creates a strong defensive line * Returns onside quickly * *All aspects of previous criteria* | * Communicates with team players * Ability to predict offensive plays and react quickly * *All aspects of previous criteria* |
| **Skills for Effective Game Play** | **0** | **1** | **2** | **3** |
| **Passing/Catching** | *Passing*   * No effort (OR) * Pass lacks direction and target (simply disposing ball under pressure) * Ball never reaches intended target   *Catching*   * No effort (OR) * Drops all passes * Moves away from potential passes | *Passing*   * Directs pass towards team player * Can pass stationary * Steps toward intended target   *Catching*   * Can catch when stationary * Moves hands towards the ball when receiving | *Passing*   * Can pass on the run without immediate pressure from defence   *Catching*   * Can catch on the run without immediate pressure from defence | *Passing*   * Can pass proficiently left and right whilst running and under pressure from defence * Can throw the ball out in front of oncoming running team player. * Can use a variety of passes i.e. spiral, flat, pop pass.   *Catching*   * Can catch on the run and whilst under pressure from defence * Moves whole body towards the ball to catch the pass whilst running |
| **Movement** | * Cannot progress more than a few steps without being tagged (due to predictable path and slow reaction speed). * Does not – side step, run backwards, sprint forwards or swerve. | * Can sprint with speed * Can run backwards | * Attempts to step defenders, sometimes with success * Can change directions when running at speed | * Can step a defender * Can alternate running speeds quickly * Can spin/swivel to avoid being tagged * Can run backwards at speed |
| **Tagging** | * No effort to tag attacker. | * Keeps eyes on the tag * Steps toward the tag * Places tag on the ground where tag was made | * Aims to take the tag from the top – at the hip of the attacker * Makes most tags * *All aspects of previous criteria* | * Always tags successfully * *All aspects of previous criteria* |

# Marking Guideline – PART TWO Written Component *– 10marks*

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

The teacher is to highlight/circle the criteria box which corresponds with the student’s answers. 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 most of the elements within that box. 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** | **3-4** | **5** |
| **Strategy 1** | * No attempt (OR) * One component missing (picture or explanation) * Picture does not reflect explanation * Strategy would ‘most likely’ be ineffective * Strategy only incorporates one player | * Simplified strategies used, i.e. run and pass * Strategy suggested refers only to attacking players – does not mention the affect on defence. * Strategy does not provide a rationale as to why it is effective, i.e. creating space. * Picture somewhat reflects explanation (minor errors) | * Simplified strategies used, i.e. run and pass * Strategy is suggested in relation to its impact on the defence * Strategy does provide a rationale as to why its effective, i.e. creating space * Picture reflects explanation | * Detailed description of strategy provided * Strategy is suggested in relation to its impact on the entire evolution of play incorporating (individual players, sub-teams, and whole team). * Strategy incorporates sophisticated plays, such as: Draw and Pass, Cut Out Pass, Wrapping around the pass, Switch. * Student’s rationale refers to fundamental *Action Rules* of Invasion games, i.e ‘creating angles of attack’ |
| **Strategy 2** | * No attempt (OR) * One component missing (either picture or explanation) * Picture does not reflect explanation * Strategy would ‘most likely’ be ineffective * Strategy only incorporates one player | * Simplified strategies used, i.e. run and pass * Strategy suggested refers only to attacking players – does not mention the affect on defence. * Strategy does not provide a rationale as to why it is effective, i.e. creating space. * Picture somewhat reflects explanation (minor errors) | * Simplified strategies used, i.e. run and pass * Strategy is suggested in relation to its impact on the defence * Strategy does provide a rationale as to why its effective, i.e. creating space * Picture reflects explanation | * Detailed description of strategy provided * Strategy is suggested in relation to its impact on the entire evolution of play incorporating (individual players, sub-teams, and whole team). * Strategy incorporates sophisticated plays, such as: Draw and Pass, Cut Out Pass, Wrapping around the pass, Switch. * Student’s rationale refers to fundamental *Action Rules* of Invasion games, i.e ‘creating angles of attack’ |

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| **Total Marks** | |
| 1. **Offense** | **\_\_\_\_\_\_\_\_\_\_\_/3** |
| 1. **Defence** | **\_\_\_\_\_\_\_\_\_\_\_/3** |
| 1. **Passing/Catching** | **\_\_\_\_\_\_\_\_\_\_\_/3** |
| 1. **Movement** | **\_\_\_\_\_\_\_\_\_\_\_/3** |
| 1. **Tagging** | **\_\_\_\_\_\_\_\_\_\_\_/3** |
| **6. Strategy ONE** | **\_\_\_\_\_\_\_\_\_\_\_/5** |
| **7. Strategy TWO** | **\_\_\_\_\_\_\_\_\_\_\_/5** |
| **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 |

***Part 2: Written Component – (10marks):***

You have the period to complete this task. Please make sure you write your explanation in full sentences and check your answers.

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| ***Task Description*** |
| The picture below illustrates a game of Oz-tag. Your team is currently losing due to your opponent’s strong defensive line. Player (X1) on your team is currently in possession of the ball. O players represent the defensive team.  1) Draw and 2) write an explanation of *(****TWO – STRATEGIES)*** you could use to increase your chances of scoring, incorporating the ball carrier (X1) and supporting player (X2). |
| Strategy ONE |
| 1) Draw arrows on the field to show where your players will move  X1  O1  X5  X4  X3  X2  O2  O3  O4  O5 |
| 2) Write a statement to ***explain*** and ***justify*** your placement of players above. |
| Strategy TWO |
| 1) Draw arrows on the field to show where your players will move.  X1  O1  X5  X4  X3  X2  O2  O3  O4  O5 |
| 2) Write a statement to ***explain*** and ***justify*** your placement of players above. |