



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: PDHPE PDHPE Course: Health Year: 99

**Assessment Task: Inclusive Australia**

**Assessment Weighting: 25% Due Date: Term 1 Week 10 – Sunday 2<sup>nd</sup> April @ 6:00pm**

**Task Type: Hand in Task**

**Submission: Online via CANVAS**

### Outcomes assessed (NESA)

PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges

PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

### Task Description/Overview

You are required to create a research report on **TWO** Australian athletes from the lists below. Your report must include **ONE** Aboriginal and First Nations Athlete + **ONE** Non-Indigenous Athlete who belongs to a group that has experienced adversity.

You are required to research and complete the questions provided for **both** of your chosen athletes. Your report can be completed in any of the following forms– Google Document, Written Report, Microsoft PowerPoint, Google Slides, One Note, Prezi, Website or Speech (Your teacher will confirm the presentation with you).

**A reminder that your work must not be plagiarised, and all work should be in your own words. You must submit your assessment on CANVAS before the due date. Remember to use the scaffold and marking criteria to assist you in answering the questions.**

### Detailed Assessment Task Description

Research and complete an information report on TWO Athletes of Your Choice. You MUST include one from each of the lists below.

Aboriginal and First Nations Athletes	Athletes Experience Adversity
<ul style="list-style-type: none"><li>- Adam Goodes (AFL)</li><li>- Donnel Wallam (Netball)</li><li>- Cathy Freeman (Olympian)</li><li>- Nicky Winmar (AFL)</li><li>- Evonne Goolagong Cawley (Tennis)</li><li>- Lionel Rose (Boxer)</li><li>- Nova Peris (Olympian)</li></ul>	<ul style="list-style-type: none"><li>- Tina Rahimi (Boxing)</li><li>- Josh Cavallo (Football)</li><li>- Dylan Alcott (Tennis)</li><li>- Kurt Fearnley (Paralympian)</li><li>- Ian Thorpe (Swimming)</li><li>- Sasha Jane Lowerson (Surfing)</li><li>- Joel Thompson (NRL)</li></ul>

### Research Questions - Complete questions 1 to 6 for BOTH selected athletes (25 marks x 2 = Total 50 marks)

1. Write a summary of the athlete and identify the marginalised group they belong to. (4 marks)
2. Identify a range of stereotypes that exist for this group (3 marks)
3. Describe the adversities and challenges this athlete needed to overcome throughout their life. (5 marks)
4. Explain how negative stereotypes, stigma and discrimination has negatively impacted this athlete and other individuals from this specific group. Provide specific examples. (6 marks)
5. Outline the personal characteristics and qualities that have assisted this athlete to overcome these challenges (3marks)
6. What has the athlete done to advocate for change and participation within sport and the community. (4marks)

### Question 7– Extension Question (Optional)

7. Discuss how the two athletes you have studied have promoted inclusivity, diversity, and equality within society. (10marks)

<b>Assessment Criteria</b>		
<b>Grade</b>	<b>Description</b>	<b>Mark Range</b>
<b>Outstanding (O)</b>	<ul style="list-style-type: none"> <li>• Provides a detailed summary of their chosen athlete and accurately identifies the marginalised group.</li> <li>• Demonstrates an extensive knowledge of the adversities and challenges of marginalised athletes.</li> <li>• Demonstrates an extensive understanding of the impact stereotypes, stigma and discrimination has on an individual/group.</li> <li>• Provides a detailed description of characteristics and qualities that assist in overcoming challenges.</li> <li>• Demonstrates a comprehensive understanding how the athlete has advocated for change within the community</li> </ul>	42 – 50
<b>High (H)</b>	<ul style="list-style-type: none"> <li>• Provides a detailed summary of their chosen athlete and accurately identifies the marginalised group.</li> <li>• Demonstrates detailed knowledge of the adversities and challenges of marginalised athletes.</li> <li>• Demonstrates an understanding of the impact stereotypes, stigma and discrimination has on an individual/group.</li> <li>• Provides a description of characteristics and qualities that assist in overcoming adversity.</li> <li>• Demonstrates a detailed understanding how the athlete has advocated for change within the community.</li> </ul>	35 – 42
<b>Sound (S)</b>	<ul style="list-style-type: none"> <li>• Provides a summary of their chosen athlete and accurately identifies the marginalised group.</li> <li>• Demonstrates a satisfactory knowledge of the adversities and challenges of marginalised athletes.</li> <li>• Demonstrates a sound understanding of the impact stereotypes, stigma and discrimination has on an individual/group.</li> <li>• Provides some description of suitable characteristics and qualities that assist in overcoming adversity.</li> <li>• Demonstrates an understanding how the athlete has advocated for change within the community.</li> </ul>	22 – 34
<b>Basic (B)</b>	<ul style="list-style-type: none"> <li>• Provides a summary of their chosen athlete and identifies a marginalised group.</li> <li>• Demonstrates a basic knowledge of the adversities and challenges of marginalised athletes.</li> <li>• Demonstrates a basic understanding of the impact stereotypes, stigma and discrimination has on an individual/group.</li> <li>• Provides some knowledge of characteristics and/or qualities that assist in overcoming adversity.</li> <li>• Demonstrates a basic understanding how the athlete has advocated for change within the community.</li> </ul>	13 – 21
<b>Limited (L)</b>	<ul style="list-style-type: none"> <li>• Demonstrates a limited knowledge of the adversities and challenges of marginalised athletes.</li> <li>• Demonstrates a limited understanding of the impact stereotypes, stigma and discrimination has on an individual/group.</li> <li>• Provides limited knowledge of characteristics and/or qualities that assist in overcoming adversity.</li> <li>• Demonstrates a limited understanding how the athlete has advocated for change within the community</li> </ul>	0 – 12
<b>Extension (E)</b>	<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of socioeconomic and environmental determinants that contribute to major health issues affecting young people</li> </ul>	10

## **Satisfactory completion of courses**

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes