



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: PDHPE Course: PDHPE Year: 10

Assessment Task: SEPEP – Semester 2 Ongoing Practical

Assessment Weighting: 20% Due: Ongoing throughout Term 3 and 4 until Week 3 Term 4

Task Type: Hand in Task  In Class Task  Practical Task

### Outcomes assessed (NESA)

**PD5-5** appraises and justifies choices of actions when solving complex movement challenges.

**PD5-8** designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

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

### Task Description/Overview

The SEPEP (Sports Education in Physical Education Program) allows the opportunity for students to learn skills such as teamwork, responsibilities, organisation, collaboration, problem solving and communication.

Students must actively participate in 85% of practical lessons to satisfactorily complete this assessment and make adequate contributions to the theoretical aspect of the task.

**Students must obtain a medical certificate to cover any extended non-participation.**

### Detailed Assessment Task Description

Students will be observed and assessed during practical lessons from: Term 3 to Term 4. (Semester Two) This is an ongoing assessment that will be marked during the unit of Sport Education in Physical Education Program (SEPEP).

Students will be assessed on the following aspects **(25 marks)**:

#### Planning and Organisation (5 marks):

- Ability to plan, organise and contribute to creating a game.

#### Facilitating a game (5 marks):

- Level of knowledge on rules and regulations of the activity/game.
- Ability to facilitate a game.

#### Engagement in PE lessons (10 marks):

- Ability to communicate, problem solve and engage with others during game play.
- Ability to adapt and apply a range of movement skills and strategies across a variety of sports.
- Level of participation and contribution to practical lessons.

#### Reflection (5 marks):

- Ability to reflect and provide constructive feedback on individual and team performance.
- Ability to provide feedback to others about their facilitation of PE.

**Students who have ongoing medical issues MUST fill in an illness/misadventure form and hand to the Deputy Principal.**

<b>Assessment Criteria – Planning and Organisation</b>	
<b>Description</b>	<b>Mark Range</b>
<ul style="list-style-type: none"> <li>• Demonstrates a high level of responsibility and contributes to all aspects of planning and organising a game.</li> <li>• Displays a high level of understanding of the rules, regulations, strategies and tactics of the game and plans effectively for this.</li> <li>• Demonstrates a strong capacity to communicate, problem solve and engage with others during the planning process.</li> </ul>	<b>4-5</b>
<ul style="list-style-type: none"> <li>• Demonstrates a satisfactory level of responsibility and contributes to most aspects of planning and organising a game.</li> <li>• Displays a sound understanding of the rules, regulations, strategy and tactics of the game and plans for this.</li> <li>• Demonstrates a capacity to communicate, problem solve and engage with others during the planning process.</li> </ul>	<b>2-3</b>
<ul style="list-style-type: none"> <li>• Demonstrates limited responsibility and has minimal contribution to the planning and organising of a game.</li> <li>• Displays a limited understanding of the rules, regulations, strategies and tactics of the game and does not plan for this effectively.</li> <li>• Demonstrates a limited capacity to communicate, problem solve and engage with others during the planning process.</li> </ul>	<b>0-1</b>

<b>Assessment Criteria – Facilitating a PE lesson</b>	
<b>Description</b>	<b>Mark Range</b>
<ul style="list-style-type: none"> <li>• Demonstrates a high-level responsibility and contributes to all aspects of officiating a game.</li> <li>• Displays an in-depth understanding of the rules, regulations, strategies and tactics of the game.</li> <li>• Demonstrates a higher capacity to communicate, problem solve and engage with others during the facilitation of game play.</li> </ul>	<b>4-5</b>
<ul style="list-style-type: none"> <li>• Demonstrates a satisfactory level of responsibility and contributes to most aspects of officiating a game.</li> <li>• Displays a sound understanding of the rules, regulations and strategy and tactics of the game.</li> <li>• Demonstrates a capacity to communicate, problem solve and engage with others during the facilitation of game play.</li> </ul>	<b>2-3</b>
<ul style="list-style-type: none"> <li>• Demonstrates limited responsibility and has minimal contribution to the officiating the game.</li> <li>• Displays a limited understanding of the rules, regulations and strategies and tactics of the game.</li> <li>• Demonstrates a limited capacity to communicate, problem solve and engage with others during the facilitation of game play.</li> </ul>	<b>0-1</b>

<b>Assessment Criteria – Engagement in PE lessons</b>		
<b>Grade</b>	<b>Description</b>	<b>Mark Range</b>
<b>Outstanding (O)</b>	<ul style="list-style-type: none"> <li>• Displays an in-depth understanding of the rules, regulations, strategies and tactics of the game.</li> <li>• Demonstrates a higher capacity to communicate, problem solve and engage with others during game play.</li> <li>• Displays the ability to adapt and transfer high level of movement skills and tactical understanding across a range of sporting situations.</li> <li>• Displays outstanding participation across all PE lessons and is always prepared for the lesson with full sport uniform.</li> </ul>	<b>9-10</b>
<b>High (H)</b>	<ul style="list-style-type: none"> <li>• Displays a high level of understanding of the rules, regulations, strategies and tactics of the game.</li> <li>• Demonstrates a strong capacity to communicate, problem solve and engage with others during game play.</li> <li>• Displays the ability to adapt and transfer movement skills and tactical understanding across a range of sporting situations.</li> <li>• Displays proficient participation across most PE lessons and is mostly prepared for the lesson with full sport uniform.</li> </ul>	<b>7-8</b>
<b>Sound (S)</b>	<ul style="list-style-type: none"> <li>• Displays a sound understanding of the rules, regulations and strategy and tactics of the game.</li> <li>• Demonstrates a capacity to communicate, problem solve and engage with others during game play.</li> <li>• Displays the ability to adapt and transfer fundamental movement skills and tactical understanding across different sporting situations.</li> <li>• Displays satisfactory participation across some PE lessons and is usually prepared for the lesson with full sport uniform.</li> </ul>	<b>5-6</b>
<b>Basic (B)</b>	<ul style="list-style-type: none"> <li>• Displays a basic understanding of the rules, regulations and strategies and tactics of the game.</li> <li>• Rarely demonstrates a capacity to communicate, problem solve and engage with others during game play.</li> <li>• Displays a basic level of fundamental movement skills and tactical understanding.</li> <li>• Displays low-level participation across PE lessons and is rarely prepared for the lesson with full sport uniform.</li> </ul>	<b>3-4</b>
<b>Limited (L)</b>	<ul style="list-style-type: none"> <li>• Displays a limited understanding of the rules, regulations and strategies and tactics of the game.</li> <li>• Demonstrates a limited capacity to communicate, problem solve and engage with others during game play.</li> <li>• Displays limited fundamental movement skills and tactical understanding.</li> <li>• Displays limited participation across PE lessons and fails to come prepared for the lesson with full sport uniform.</li> </ul>	<b>0-2</b>

<b>Assessment Criteria – Feedback</b>	
<b>Description</b>	<b>Mark Range</b>
<ul style="list-style-type: none"> <li>• Provides accurate feedback to another group regarding their facilitation of a PE game/sport.</li> <li>• Provides an accurate reflection of individual and team performance in regards to the facilitation of a PE game/sport.</li> <li>• Provides accurate and timely feedback at the conclusion of the lesson.</li> </ul>	<b>4-5</b>
<ul style="list-style-type: none"> <li>• Provides sound feedback to another group regarding their facilitation of a PE game/sport.</li> <li>• Provides a satisfactory reflection of individual and team performance in regards to the facilitation of a PE game/sport.</li> <li>• Provides timely feedback at the conclusion of the lesson.</li> </ul>	<b>2-3</b>
<ul style="list-style-type: none"> <li>• Provides limited and/or inaccurate feedback to others regarding their facilitation of a PE game/sport.</li> <li>• Provides a limited and/or inaccurate reflection of individual and team performance in regards to the facilitation of a PE game/sport.</li> <li>• Provides minimal/no feedback at the conclusion of the lesson.</li> </ul>	<b>0-1</b>

### **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