



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: PDHPE Course: Health Year: 9

Assessment Task: Inclusive Australia

Assessment Weighting: 30% Due Date: Term 1 Week 10 – Sunday 7th April by 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 **an** Australian athlete from the lists below. You are required to research and complete the questions provided for your chosen athletes. Your report can be completed in any of the following forms – Google Document, Written Report, Microsoft PowerPoint, Google Slides, OneNote, 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 ONE of the following athletes.

- Adam Goodes (AFL)
- Cathy Freeman (Olympian)
- Nicky Winmar (AFL)
- Evonne Goolagong Cawley (Tennis)
- Nova Peris (Olympian)
- Tina Rahimi (Boxing)
- Josh Cavallo (Football)
- Dylan Alcott (Tennis)
- Kurt Fearnley (Paralympian)
- Ian Thorpe (Swimming)
- Sasha Jane Lowerson (Surfing)
- Billy Jean King (Tennis)

Research Questions - Complete the following questions for your selected athletes (30marks)

1. Write an **athlete profile** and identify the **marginalised group the athlete belongs to**. (5 marks)
2. Identify a **range of stereotypes** that exist for this group (3 marks)
3. Describe the **life challenges and adversities** this athlete needed to overcome throughout their life/career. (5 marks)
4. Explain how negative **stereotypes, stigma and/or discrimination** could have 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. (3 marks)
6. How has this athlete **advocated for change** within the sport and wider community. (4 marks)
7. Suggest **ONE individual and ONE community** strategy that could be used to reduce discrimination in society. Provide detail of the specific strategy (4 marks)

Question 7– Extension Question (10marks)

8. Discuss how the athlete you have studied has promoted inclusivity, diversity, and equality within society.

Assessment Criteria		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> Provides a detailed summary of their chosen athlete and accurately identifies the marginalised group. Demonstrates an extensive knowledge of the adversities and challenges of marginalised athletes. Demonstrates an extensive understanding of the impact stereotypes, stigma and discrimination has on an individual/group. Provides a detailed description of characteristics and qualities that assist in overcoming challenges. Demonstrates a comprehensive understanding how the athlete has advocated for change within the community. Proposes in detail ONE individual and ONE community strategy to reduce discrimination. 	26-30
High (H)	<ul style="list-style-type: none"> Provides a thorough summary of their chosen athlete and accurately identifies the marginalised group. Demonstrates detailed knowledge of the adversities and challenges of marginalised athletes. Demonstrates a proficient understanding of the impact stereotypes, stigma and discrimination has on an individual/group. Provides a description of characteristics and qualities that assist in overcoming adversity. Demonstrates a detailed understanding how the athlete has advocated for change within the community. Accurately proposes ONE individual and ONE community strategy to reduce discrimination. 	21– 25
Sound (S)	<ul style="list-style-type: none"> Provides a sound summary of their chosen athlete and accurately identifies the marginalised group. Demonstrates a satisfactory knowledge of the adversities and challenges of marginalised athletes. Demonstrates a sound understanding of the impact stereotypes, stigma and discrimination has on an individual/group. Provides some description of suitable characteristics and qualities that assist in overcoming adversity. Demonstrates an understanding how the athlete has advocated for change within the community. Proposed an individual and/or community strategy to reduce discrimination. 	14 – 20
Basic (B)	<ul style="list-style-type: none"> Provides a basic summary of their chosen athlete and identifies a marginalised group. Demonstrates a basic knowledge of the adversities and challenges of marginalised athletes. Demonstrates a basic understanding of the impact stereotypes, stigma and discrimination has on an individual/group. Provides some knowledge of characteristics and/or qualities that assist in overcoming adversity. Demonstrates a basic understanding how the athlete has advocated for change within the community. Identifies an individual or community strategy to reduce discrimination. 	8 – 13
Limited (L)	<ul style="list-style-type: none"> Demonstrates a limited knowledge of the adversities and challenges of marginalised athletes. Demonstrates a limited understanding of the impact stereotypes, stigma and discrimination has on an individual/group. Provides limited knowledge of characteristics and/or qualities that assist in overcoming adversity. Demonstrates a limited understanding how the athlete has advocated for change within the community. Provides some information on how to reduce discrimination. 	0 – 7
Extension (E)	<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of socioeconomic and environmental determinants that contribute to major health issues affecting young people. 	1 - 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