



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: PDHPE      Course: PDHPE      Year: 9

**Assessment Task: Ongoing Physical Education (PE) Assessment - Semester 2**

**Assessment Weighting: 20%      Due: Term 4 Week 4      Date: Ongoing Semester TWO**

**Task Type: In Class  Practical Task**

### Outcomes assessed (NESA)

**PD5-4:** Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.

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

**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

Students will be required to participate and develop their fundamental movement skills and understanding during a variety of Physical Education lessons. Students will aim to enhance their tactical understanding and performance within game play, as well as improve their decision making, communication and team-work skills in a range of sporting contexts.

### Detailed Assessment Task Description

This is an ongoing assessment that will be completed over Term 3 and Term 4. Students will participate in two (2) units across the semester: Invasion Games and Striking and Fielding Games.

Students will be assessed on the following aspects: **(35 marks total)**

#### **Invasion Games: (20 marks)**

- Movement skill acquisition – *Skill Level, Technique & Performance* (5 marks)
- Teamwork and Collaboration (5 marks)
- Decision Making and Problem Solving – *Performance and Questioning of Decisions* (5 marks)
- Participation and Engagement (5 marks)

#### **Striking and Fielding Games: (15 marks)**

- Movement skill acquisition – *Skill Level, Technique & Performance* (5 marks)
- Strategy, Tactics, Rules and Understanding – *Knowledge & Understanding + Application* (5 marks)
- Participation and Engagement (5 marks)

Students must actively participate in 85% of practical lessons to satisfactorily complete this assessment.

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

<b>Assessment Criteria</b>		
<b>Grade</b>	<b>Description</b>	<b>Percentage%</b>
<b>Outstanding (O)</b>	<ul style="list-style-type: none"> <li>• Demonstrates how highly developed movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.</li> <li>• Displays an extensive understanding to apply and refine interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts.</li> <li>• Demonstrates an outstanding ability to transfer and adapt solutions to complex movement challenges.</li> <li>• Demonstrates a consistent approach towards the development and application of suitable feedback for themselves and others.</li> <li>• Participates in all class activities.</li> </ul>	<b>85-100</b>
<b>High (H)</b>	<ul style="list-style-type: none"> <li>• Demonstrates how proficient movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.</li> <li>• Displays a thorough understanding to apply and refine interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts.</li> <li>• Demonstrates a high-level ability to transfer and adapt solutions to complex movement challenges.</li> <li>• Demonstrates the development and application of suitable feedback for themselves and others.</li> <li>• Usually participates in all class activities.</li> </ul>	<b>70-84</b>
<b>Sound (S)</b>	<ul style="list-style-type: none"> <li>• Demonstrates how sound movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.</li> <li>• Displays a sound understanding to apply and refine interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts.</li> <li>• Demonstrates a sound ability to transfer and adapt solutions to complex movement challenges.</li> <li>• Demonstrates some development and application of satisfactory feedback for themselves and others.</li> <li>• Participates in class activities.</li> </ul>	<b>46-69</b>
<b>Basic (B)</b>	<ul style="list-style-type: none"> <li>• Demonstrates how basic movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.</li> <li>• Displays a basic understanding to apply and refine interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts.</li> <li>• Demonstrates a basic ability to transfer and adapt solutions to complex movement challenges.</li> <li>• Demonstrates development/application of general feedback for themselves and others.</li> <li>• Sometimes participates in class activities.</li> </ul>	<b>26-45</b>
<b>Limited (L)</b>	<ul style="list-style-type: none"> <li>• Demonstrates how limited movement skills and concepts can be adapted and transferred to enhance and perform movement sequences.</li> <li>• Displays a limited understanding to apply and refine interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts.</li> <li>• Demonstrates limited ability to transfer and adapt solutions to complex movement challenges.</li> <li>• Demonstrates general development/application of feedback for themselves and/or others.</li> <li>• Rarely participates in class activities.</li> </ul>	<b>0-25</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.

## Invasion Games Criteria

Level of Achievement	Movement Skill and Acquisition <i>(Skill Level, Technique &amp; Performance)</i>	Teamwork and Collaboration	Decision Making and Problem Solving <i>(Performance and Questioning of Decisions)</i>	Participation & Engagement
<b>Outstanding (5)</b>	<ul style="list-style-type: none"> <li>• Demonstrates outstanding movement competency, skill acquisition and technique across a range of specialised and complex sporting contexts.</li> <li>• Demonstrates the ability to autonomously create, transfer/adapt movement skills that respond to challenging movement situations leading to success.</li> <li>• Effectively utilises basic biomechanical principles to improve movement composition and performance. Including; force (produce and absorb), speed, acceleration, space, rhythm and timing.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates exceptional teamwork, problem solving and cooperation skills to improve performance.</li> <li>• Successfully adopts roles and responsibilities to support and enhance team performance and cohesion.</li> <li>• Collaborates successfully and utilises effective communication to improve individual and team performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently reflects and explains decision making and solutions that lead to success within a range of sporting situations.</li> <li>• Effectively evaluates and justifies movement concepts, skill, strategies and tactics leading to improved movement performance. (How/Why?)</li> <li>• Accurately measures and evaluates the effectiveness of decision making and the impact on performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates enthusiasm and dedication through consistent participation in physical activities including competitive and non-competitive, individual and team activities.</li> <li>• Engages in all aspects of the lesson (including, participation, discussion, reflection, feedback).</li> <li>• Consistently promotes and encourages safe participation, learning and willingness to improve their own and others skills and knowledge.</li> </ul>
<b>High (4)</b>	<ul style="list-style-type: none"> <li>• Demonstrates a high level of movement competency, technique and skill execution.</li> <li>• Demonstrates the ability to create, transfer/adapt movement skills that respond to challenging movement situations leading to success.</li> <li>• Utilises basic biomechanical principles to improve movement composition and performance. Including force (produce and absorb), speed, acceleration, space, rhythm and timing.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates successful teamwork, problem solving and cooperation skills to improve performance.</li> <li>• Adopts roles and responsibilities to support and enhance team performance and cohesion.</li> <li>• Collaborates and utilises effective communication to improve individual and team performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately reflects and explains decisions and solutions that lead to success in a variety of sports.</li> <li>• Evaluates and justifies movement concepts, skills, strategies and decision making leading to improved performance. (How/Why?)</li> <li>• Measures and evaluates the effectiveness of decision making and the impact on performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly participates in physical activities including competitive and non-competitive, individual and team activities.</li> <li>• Engages in all aspects of the lesson (including, participation, discussion, reflection, feedback).</li> <li>• Promotes and encourages safe participation, learning and willingness to improve their own and others skills and knowledge.</li> </ul>
<b>Sound (3)</b>	<ul style="list-style-type: none"> <li>• Demonstrates satisfactory movement competency, technique and skill execution.</li> <li>• Demonstrates some potential to create, transfer/adapt movement skills that respond to challenging movement situations leading to success.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates teamwork, problem solving and cooperation skills to improve performance.</li> <li>• Adopts some roles and responsibilities to support and enhance team performance and cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfactorily reflects and justifies decisions and solutions that lead to success in sport.</li> <li>• Satisfactorily justifies movement concepts, skills, strategy and decision making in sport. (Why?)</li> <li>• Makes decision that lead to improved performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in physical activities including competitive and non-competitive, individual and team activities.</li> <li>• Engages in several aspects of the lesson (including, participation, discussion, reflection, feedback and analysis).</li> </ul>

	<ul style="list-style-type: none"> <li>Attempts to utilise basic biomechanical principles to improve movement composition and performance. Including force (produce and absorb), speed, acceleration, space, rhythm and timing.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates and utilises communication to improve individual and team performance.</li> </ul>		<ul style="list-style-type: none"> <li>Encourages safe participation, learning and willingness to improve their own and others skills and knowledge.</li> </ul>
<b>Basic (2)</b>	<ul style="list-style-type: none"> <li>Demonstrates a basic level of movement competency, technique and skill execution.</li> <li>Displays a basic ability to create, transfer/adapt movement skills that respond to challenging movement situations leading to success.</li> <li>Movement skill and performance reflects some basic biomechanical principles.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to demonstrate teamwork, problem solving and cooperation skills.</li> <li>Attempts roles and responsibilities to support and enhance team performance and cohesion.</li> <li>Attempts to communicate to improve individual and team performance.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to reflect on decision making and solutions during sport.</li> <li>Attempts to provide a reason for movement skill, strategy and decisions in sport.</li> <li>Makes decisions that may lead to success in sport.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in some physical activities including competitive and non-competitive, individual and team activities.</li> <li>Engage in some aspects of the lesson (including, participation, discussion, reflection, feedback and analysis).</li> </ul>
<b>Limited (0-1)</b>	<ul style="list-style-type: none"> <li>Demonstrates limited movement competency, technique and skill execution.</li> <li>Displays limited ability to create transfer/adapt movement skills that respond to challenging movement situations leading to success.</li> <li>Movement skill and performance rarely reflects basic biomechanical principles.</li> </ul>	<ul style="list-style-type: none"> <li>Limited display of teamwork, problem solving and/or cooperation skills.</li> <li>Limited roles and responsibilities taken on to support performance and cohesion.</li> <li>Limited communication to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely reflects on decision made during sport.</li> <li>Unable to provide a reason for decision making in sport.</li> <li>Limited ability to make appropriate decisions in sport.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely participates in physical activities including competitive and non-competitive, individual and team activities.</li> <li>Limited engagement with PE lessons.</li> </ul>

## Striking and Fielding Games Criteria

Level of Achievement	Movement Skill and Acquisition <i>(Skill Level, Technique &amp; Performance)</i>	Strategy, Tactics, Rules and Understanding <i>(Knowledge &amp; Understanding + Application)</i>	Participation & Engagement
<b>Outstanding (5)</b>	<ul style="list-style-type: none"> <li>• Demonstrates outstanding movement competency, skill acquisition and technique across a range of specialised and complex sporting contexts.</li> <li>• Demonstrates the ability to autonomously create, transfer/adapt movement skills that respond to challenging movement situations leading to success.</li> <li>• Effectively utilises basic biomechanical principles to improve movement composition and performance. Including; force (produce and absorb), speed, acceleration, space, rhythm and timing.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently examines, formulates and demonstrates successful strategies and tactics to improve performance (with and without equipment).</li> <li>• Demonstrates the ability to effectively transfer and implement successful strategies, tactics and rules between physical activity situations. Draws parallels between sports.</li> <li>• Successfully predicts possible outcomes of innovative solutions to movement challenges based on past experiences and explains how strategies and tactics could be used effectively in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates enthusiasm and dedication through consistent participation in physical activities including competitive and non-competitive, individual and team activities.</li> <li>• Engages in all aspects of the lesson (including, participation, discussion, reflection, feedback).</li> <li>• Consistently promotes and encourages safe participation, learning and willingness to improve their own and others skills and knowledge.</li> </ul>
<b>High (4)</b>	<ul style="list-style-type: none"> <li>• Demonstrates a high level of movement competency, technique and skill execution.</li> <li>• Demonstrates the ability to create, transfer/adapt movement skills that respond to challenging movement situations leading to success.</li> <li>• Utilises basic biomechanical principles to improve movement composition and performance. Including force (produce and absorb), speed, acceleration, space, rhythm and timing.</li> </ul>	<ul style="list-style-type: none"> <li>• Examines, formulates and demonstrates successful strategies and tactics to improve performance (with and without equipment).</li> <li>• Demonstrates the ability to transfer and implement successful strategies, tactics and rules between physical activity situations. Draws parallels between a variety of sports.</li> <li>• Accurately predicts possible outcomes of innovative solutions to movement challenges based on past experiences and explains how strategies and tactics could be used effectively in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly participates in physical activities including competitive and non-competitive, individual and team activities.</li> <li>• Engages in all aspects of the lesson (including, participation, discussion, reflection, feedback).</li> <li>• Promotes and encourages safe participation, learning and willingness to improve their own and others skills and knowledge.</li> </ul>
<b>Sound (3)</b>	<ul style="list-style-type: none"> <li>• Demonstrates satisfactory movement competency, technique and skill execution.</li> <li>• Demonstrates some potential to create, transfer/adapt movement skills that respond to challenging movement situations leading to success.</li> <li>• Attempts to utilise basic biomechanical principles to improve movement composition and performance. Including force (produce and absorb), speed, acceleration, space, rhythm and timing.</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to examine, formulate and demonstrate successful strategies and tactics to improve performance (with and without equipment).</li> <li>• Demonstrates the potential to transfer and implement successful strategies, tactics and rules across sports. Occasionally draws parallels between sports.</li> <li>• Attempts to predict possible outcomes of innovative solutions to movement challenges based on past experiences and suggests some strategies and tactics could be used effectively in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in physical activities including competitive and non-competitive, individual and team activities.</li> <li>• Engages in several aspects of the lesson (including, participation, discussion, reflection, feedback and analysis).</li> <li>• Encourages safe participation, learning and willingness to improve their own and others skills and knowledge.</li> </ul>

<p><b>Basic (2)</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates a basic level of movement competency, technique and skill execution.</li> <li>• Displays a basic ability to create, transfer/adapt movement skills that respond to challenging movement situations leading to success.</li> <li>• Movement skill and performance reflects some basic biomechanical principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a basic ability to examine, formulate and demonstrate successful strategies and tactics to improve performance.</li> <li>• Demonstrates simple strategies and tactics in sports, however a minimal ability to draw parallels between different sporting situations.</li> <li>• Rarely predicts possible outcomes or strategies and tactics to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in some physical activities including competitive and non-competitive, individual and team activities.</li> <li>• Engage in some aspects of the lesson (including, participation, discussion, reflection, feedback and analysis).</li> </ul>
<p><b>Limited (0-1)</b></p>	<ul style="list-style-type: none"> <li>• Demonstrates limited movement competency, technique and skill execution.</li> <li>• Displays limited ability to create transfer/adapt movement skills that respond to challenging movement situations leading to success.</li> <li>• Movement skill and performance rarely reflects basic biomechanical principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely examines, formulates and demonstrates successful strategies and tactics to improve performance.</li> <li>• Sporting performance rarely reflects strategy and tactics suitable to the sport.</li> <li>• Limited ability to predict possible strategies and tactics to improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Rarely participates in physical activities including competitive and non-competitive, individual and team activities.</li> <li>• Limited engagement with PE lessons.</li> </ul>