



## Notice of Assessment Task

### Year 12 Sports Lifestyle & Recreation

### Games and Sports Application 2 - Game Sense

<b>Date of initial notification:</b> Term 1, Week 8	<b>Date of submission:</b> Term 1, Week 10
--	---

<b>Teacher:</b> K. Conca	<b>Task Number:</b> 2
--------------------------	-----------------------

<b>Time Allowed:</b> 2 weeks preparation	<b>Weighting</b> 25%
---	-------------------------

<b>Course Component/Focus area/topic/module:</b> Games and Sports Application 2 - Game Sense
---

**Task Description:** Students will participate in and observe another students' performance in a range of modified sporting activities.

**Part A:**

Students will participate in a variety of modified sporting activities during classes. Students are to use strategies and tactics taught in class to demonstrate their understanding of the content and skills taught.

**Part B:**

Students will observe another student play a modified sport and write a report demonstrating their knowledge of game concepts (strategies and tactics) required for successful participation. They will use the observed student as evidence. Report must address player performance for the following concepts:

- Attacking strategies and tactics - use of space to score points, movement on the field/court, positioning and use of teammates (if appropriate).
- Defensive strategies and tactics - movement to close down space for opposition, defensive positioning and ability to collaborate with teammates (if appropriate)

**Outcomes/Competencies to be assessed in this task:**

1.1 - applies the rules and conventions that relate to participation in a range of physical activities

3.1 - selects appropriate strategies and tactics for success in a range of movement contexts

- *If you are absent on the day that the task is due, you MUST see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).*
- *Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.*
- *All appeals must be lodged within 48hrs of receipt of the task. Students who may consider an appeal are not permitted to take their task home. The original task cannot be altered in any way prior to the appeal process. See Assessment booklet for details.*

## Marking Criteria

### Part A

<b>Outcomes</b>	<ul style="list-style-type: none"><li>● 1.1 - applies the rules and conventions that relate to participation in a range of physical activities</li><li>● 3.1 - selects appropriate strategies and tactics for success in a range of movement context</li></ul>
<b>Mark</b>	<b>Criteria</b>
<b>5</b>	<ul style="list-style-type: none"><li>● Always demonstrates a high level of competence and skill when participating in modified games.<ul style="list-style-type: none"><li>- Application of attacking strategies is outstanding with student consistently demonstrating effective use of space, movement, positioning and use of teammates (if appropriate) to attack the opposition and score points.</li><li>- Application of defensive strategies is outstanding with student consistently demonstrating effective movement to close down space for opposition, defensive positioning and ability to collaborate with teammates to prevent the opposition from scoring points.</li></ul></li><li>● Always plays within the rules and conventions of the game</li></ul>
<b>4</b>	<ul style="list-style-type: none"><li>● Demonstrates competence and skill when participating in modified games.<ul style="list-style-type: none"><li>- Application of attacking strategies is effective with student mostly demonstrating effective use of space, movement, positioning and use of teammates (if appropriate) to attack the opposition and score points.</li><li>- Application of defensive strategies is effective with student mostly demonstrating effective movement to close down space for opposition, defensive positioning and ability to collaborate with teammates to prevent the opposition from scoring points.</li></ul></li><li>● Frequently plays within the rules and conventions of the game</li></ul>
<b>3</b>	<ul style="list-style-type: none"><li>● Demonstrates skill ability when participating in modified games.<ul style="list-style-type: none"><li>- Application of attacking strategies is sound with student regularly demonstrating effective use of space, movement, positioning and use of teammates (if appropriate) to attack the opposition and score points.</li><li>- Application of defensive strategies is sound with student regularly demonstrating effective movement to close down space for opposition, defensive positioning and ability to collaborate with teammates to prevent the opposition from scoring points.</li></ul></li><li>● Usually plays within the rules and conventions of the game</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>● Demonstrates basic ability when participating in modified games.<ul style="list-style-type: none"><li>- Application of attacking strategies is inconsistent with student sometimes demonstrating effective use of space, movement, positioning and use of teammates (if appropriate) to attack the opposition and score points.</li><li>- Application of defensive strategies is inconsistent with student sometimes demonstrating effective movement to close down space for opposition, defensive positioning and ability to collaborate with teammates to prevent the opposition from scoring points.</li></ul></li><li>● Sometimes plays within the rules and conventions of the game</li></ul>

<b>1</b>	<ul style="list-style-type: none"> <li>● Demonstrates elementary ability when participating in modified games. <ul style="list-style-type: none"> <li>- Application of attacking strategies is limited with student rarely demonstrating effective use of space, movement, positioning and use of teammates (if appropriate) to attack the opposition and score points.</li> <li>- Application of defensive strategies is limited with student rarely demonstrating effective movement to close down space for opposition, defensive positioning and ability to collaborate with teammates to prevent the opposition from scoring points.</li> </ul> </li> <li>● Rarely plays within the rules and conventions of the game</li> </ul>
<b>Non-Attempt</b>	<ul style="list-style-type: none"> <li>● Did not complete/ non-attempt</li> </ul>

**Part B**

<b>Outcomes</b>	<ul style="list-style-type: none"> <li>● 1.1 - applies the rules and conventions that relate to participation in a range of physical activities</li> </ul>
<b>Mark</b>	<b>Criteria</b>
<b>5</b>	<ul style="list-style-type: none"> <li>● Demonstrates extensive knowledge and understanding of game sense concepts <ul style="list-style-type: none"> <li>- Extensive report, providing a comprehensive level of detail for both attacking and defensive concepts.</li> <li>- Report clearly describes the observed student's application of each attacking and defensive concept.</li> <li>- Clear, accurate and relevant examples are included for each concept based on the observed student's performance.</li> </ul> <p style="text-align: center;">OR</p> <li>- If the observed student did not apply one or more concepts the report details examples of what each concept would look like for the game type.</li> </li></ul>
<b>4</b>	<ul style="list-style-type: none"> <li>● Demonstrates thorough knowledge and understanding of game sense concepts <ul style="list-style-type: none"> <li>- High level report, providing an extensive level of detail for both attacking and defensive concepts.</li> <li>- Report describes the observed student's application of each attacking and defensive concept.</li> <li>- Clear, accurate and relevant examples are included for most concepts based on the observed student's performance.</li> </ul> <p style="text-align: center;">OR</p> <li>- If the observed student did not apply one or more concepts the report details examples of what most concepts would look like for the game type.</li> </li></ul>
<b>3</b>	<ul style="list-style-type: none"> <li>● Demonstrates sound knowledge and understanding of game sense concepts <ul style="list-style-type: none"> <li>- Sound report, providing details for both attacking and defensive concepts.</li> <li>- Report describes the observed student's application of most attacking and defensive concepts.</li> <li>- Examples are included for some concepts based on the observed student's performance.</li> </ul> <p style="text-align: center;">OR</p> <li>- If the observed student did not apply one or more concepts the report details examples of what some concepts would look like for the game type.</li> </li></ul>

<b>2</b>	<ul style="list-style-type: none"><li>● Demonstrates basic knowledge and understanding of game sense concepts<ul style="list-style-type: none"><li>- Report describes the observed student's application of some concepts.</li><li>- Minimal examples may be included based on observed student's performance.</li></ul></li></ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"><li>- Examples are included but lack relevance and accuracy based on the game concepts and observed student's performance.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>● Demonstrates elementary knowledge and understanding of game sense concepts</li></ul>
<b>Non-Attempt</b>	

Mark: /10

**What did you do well?**

**What could you have done better?**

**Other:**