

Pendle Hill High School

Assessment Task Cover Sheet

Faculty/Subject:	PDHPE	Assessment Task No:	2
Year:	12	Assessment weighting:	20%
Date Given:	6/3/20	Due date and time:	3/4/20
Student name:		Teacher:	T.Swinerton

Submission Instructions

- The task must be completed by the due date. Hard copies must be handed to your regular classroom teacher during school hours and signed for.
- Email submissions must be sent to the following email account:
- Assignments received after **3:15pm** on the due date will be classed as a late submission, unless an alternate time is stated on the assessment cover sheet.
- Students must attend school and all scheduled classes on the due date of the assessment. See assessment handbook for details.

Absence/Late Submission

Late submission:

- For students in Years 11 and 12, the penalty is zero for work submitted after the due date and time. An immediate N award warning letter will be mailed to parents.
- For students in Years 7, 8, 9 and 10 the penalty is 20% of total mark per day (not marks scored). The penalty includes weekend and public holidays. This will result in an N award warning letter being mailed to parents for Year 9 and 10 students.

Absence:

- **Year 11 -12** - you are required to complete and submit to the front office an **Assessment Appeal form** within 48 hours of returning to school.
- **Year 7 -10** - if you are absent from school on the day the task is to be completed, you are required on your return to school to provide a medical certificate or other documentation to the front office and your class teacher.
- Failure to provide adequate documentation will result in late submission penalties being applied.

Student Confirmation - please tick

- This is all my own work. I have referenced any work used from other sources and have not plagiarised the work of others. I understand that plagiarised work will receive zero marks and an N award warning letter.
- I have attached a complete bibliography - where appropriate.
- I have kept a copy of my assignment.

Student Signature: _____

Assessment Task Receipt

Students are to complete before handing in. Teacher signs the receipt that must be kept by the student.

Student Name: _____ Subject: **PDHPE**

Task No: **2** Due Date: **03/04/2020** Date submitted: ____/____/____

Student Signature: _____ Teacher Signature: _____

Task type:	Skill Acquisition - Juggling
Task weighting:	20%
Date handed out:	Friday 6/3/20
Date due:	Friday 3/4/20
Total Marks:	40 marks

Outcomes:

- H9 Explains how movement skill is acquired and appraised
- H16 Devises methods of gathering, interpreting and communicating information about health and physical activity concepts

Task Description:

This task will require you to **learn to juggle**. During this process you will be applying the syllabus concepts of stages of skill acquisition, the learning environment and assessment of skill and performance.

This task will require to complete **20** sessions of **20** attempts to juggle.

1. You will record all attempts and **formulate graphs/tables** to illustrate your results.
2. Discuss the **stages of skill acquisition** in relation to your progress. **(500 Words)**
3. Analyse the **role of feedback** during this process. **(500 Words)**
4. Justify the ideal **environment and practice methods** that would be used to teach/learn a new skill to a school student. **(1000 Words)**

Component Weightings:

1. Knowledge and understanding of course content - 40%
2. Skills in critical thinking, research, analysing and communicating – 60%

**Core 2 HSC – Assessment Task #2
Skill Acquisition Report Marking Criteria**

One: Record all attempts and formulate graphs/tables to illustrate your results. (5 Marks)

Criteria	Marks
<ul style="list-style-type: none"> - Presents clear, logical and well-constructed tables/graphs that address your results - Provides several graphs that represent the data collected - Use of correct graphs and tables to represent the data collected - Learning curves clearly illustrated in graphs 	5
<ul style="list-style-type: none"> - Presents sound tables/graphs that address your results - Use of correct graphs and tables to represent the data collected - Learning curves clearly illustrated in graphs 	4
<ul style="list-style-type: none"> - Presents basic/limited tables/graphs that address your results - Basic graphs and tables to represent the data collected - Learning curves illustrated in graphs 	3
<ul style="list-style-type: none"> - Presents limited tables/graphs that address your results - Limited graphs and tables to represent the data collected - Learning curves minimally illustrated in graphs 	1-2
<ul style="list-style-type: none"> - Response does not meet the task description 	0

Two: Discusses the stages skill acquisition in relation to your progress. (10 Marks)

Criteria	Marks
<ul style="list-style-type: none"> - Presents a clear, logical and well-constructed report that identifies the stages of skill acquisition and your performance level - Identifies each stage irrespective of the stage of learning achieved - Demonstrates a thorough understanding of the stages of skill acquisition 	10
<ul style="list-style-type: none"> - Presents a clear and well-constructed report that identifies the stages of skill acquisition and your performance level - Identifies each stage irrespective of the stage of learning achieved - Demonstrates a clear understanding of the stages of skill acquisition 	7-9
<ul style="list-style-type: none"> - Presents a report that identifies the stages of skill acquisition and your performance level - Identifies stages of learning achieved - Demonstrates a sound to limited understanding of the stages of skill acquisition 	4-6
<ul style="list-style-type: none"> - Presents a report that identifies the stages of skill acquisition and your performance level but lacks detail - Identifies some stages of learning achieved - Demonstrates a basic to limited understanding of the stages of skill acquisition 	1-3
<ul style="list-style-type: none"> - Response does not meet the task description 	0

Three: Analyse the role of feedback during this process. (10 Marks)

Criteria	Marks
<ul style="list-style-type: none"> - Presents clear knowledge that the role of feedback played in improving performance. - Makes clear the relationship between feedback and improving performance - Includes all relevant forms of feedback with accurate descriptions and justifications 	10
<ul style="list-style-type: none"> - Presents a clear report on how feedback played a role in the improving of performance - Provides a clear overview of the relationship between feedback and improving performance - Includes relevant forms of feedback with accurate descriptions and justifications 	7-9
<ul style="list-style-type: none"> - Presents a basic report on how feedback played a role in the improving of performance - Provides a limited overview of the relationship between feedback and improving performance - Includes some relevant forms of feedback with accurate descriptions and justifications 	4-6
<ul style="list-style-type: none"> - Presents a basic report on how feedback played a role in the improving of performance - Provides a limited overview of the relationship between feedback and improving performance - Includes limited relevant forms of feedback with accurate descriptions and justifications 	1-3
<ul style="list-style-type: none"> - Response does not meet the task description 	0

Four: Justify the ideal environment and practice methods that would be used to teach/learn a new skill to a school student. (15 Marks)

Criteria	Marks
<ul style="list-style-type: none"> - Presents an extensive, clear, logical and well-constructed report that addresses the learning environment and practice methods - Demonstrates an excellent understanding of learning environment and practice methods - Identifies each stage of planning for teaching beginners to acquire a skill through to mastery in depth - Demonstrates an excellent understanding of how to design a plan for teaching beginners 	13-15
<ul style="list-style-type: none"> - Presents a sound report that addresses the learning environment and practice methods - Demonstrates a sound understanding of learning environment and practice methods - Identifies each stage of planning for teaching beginners to acquire a skill through to mastery - Demonstrates a sound understanding of how to design a plan for teaching beginners 	9-12
<ul style="list-style-type: none"> - Presents a basic report that addresses each OR some of the learning environment and practice methods - Demonstrates a basic understanding of learning environment and practice methods - Identifies most stages of planning for teaching beginners to acquire a skill through to mastery - Demonstrates a basic understanding of how to design a plan for teaching beginners 	5-8
<ul style="list-style-type: none"> - Presents a basic report that addresses at least one learning environment and practice methods - Demonstrates a limited understanding of learning environment and practice methods - Identifies some stages of planning for teaching beginners to acquire a skill through to mastery - Demonstrates a limited understanding of how to design a plan for teaching beginners 	1-4
- Response does not meet the task description	0

Comment	Mark