

ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	PDHPE – ONGOING SKILLS ASSESSMENT
Торіс	INVASION GAMES
Class Teacher	
Head Teacher	Ms Dray
Date Given	WEEK 2
Date Due	ONGOING SKILLS ASSESSMENT

TOPIC = INVASION GAMES

In this unit students will explore numerous aspects of invasion games, focusing on the transferal of game play principles across different sporting contexts. Students will develop their fundamental movement skills through TGFU warm-up games and activities and implement these skills in modified games. Students will also develop their understanding of attacking and defending strategies required in invasion games and apply this across different contexts.

Assessment will consist of: Student self assessment of skills and teacher observation to make a moderated judgement

Outcomes/Content Assessed:

Stage 4 – Healthy, Safe and Active Lifestyles

Key inquiry question	Content			
PD4-5:	A student transfers and adapts solutions to complex movement challenges.			

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

Plagiarism:

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

YEAR 7 INVASION GAMES MARKING CHECKLIST- COMPLETED DURING LESSONS 1-8

A = CONSISTENTLY, B = USUALLY, C = SOMETIMES, D = BASIC, E = LIMITED

<u>STUDENT</u> <u>NAME</u>	Anticipates the speed of an object or person for the purpose of interception or deflection		Applies pressure to take away passing options or force errors		Receives OR propels objects with and without equipment from a range of levels and pathways while under pressure from opponents		Selects the correct attack or defensive option based on the situation and context	
	TEACHER	STUDENT	TEACHER	STUDENT	TEACHER	STUDENT	TEACHER	STUDENT
				-				
		-		-				-
		-		-				

PHYSICAL LITERACY CONTINUUM → YEAR 7 INVASION GAMES MARKING CRITERIA

ACDECT								
<u>ASPECT</u>	ELEMENT	<u>A – CLUSTER 5 (yr 8)</u>	<u>B – CLUSTER 4/5</u>	<u>C – CLUSTER 4 (yr 6)</u>	<u>D – CLUSTER 3 (yr 4)</u>	<u>E – CLUSTER 2 (yr 2)</u>		
TACTICAL	Thinking in	Applies multiple tactics	Applies some tactics	Applies multiple tactics	Applies a specific tactic to	Applies different		
MOVEMENT-	action	appropriately to achieve	appropriately to achieve	within a physical activity,	achieve success in a single	movement skills and		
Includes		success within a range of	success within a range of	e.g. shows they have a	physical activity, e.g. shows	concepts to achieve		
understanding		physical activities	physical activities	number of options in a	an understanding of when,	success within the rules of		
of physical				situation to change the way	where and how to move	a physical activity, e.g.		
activity				they move		uses dodge to avoid others		
contexts, rules						and move into space		
and tactics. This		Communicates and transfers	Transfers tactics across	Implements tactics which	Implements a tactic based	Attempts to support		
understanding		tactics across a range of	some physical activities	account for the strengths of	on individual strengths	teammates in		
is used to plan		physical activities	which takes into account	self and others within a	within a physical activity	implementing a tactic		
for tactical			strengths of self and	physical activity				
movement and			others					
demonstration	Knowledge of	Compares tactics and how	Recognises similarities and	Recognises similarities and	Describes the intent of	Identifies the underlying		
of critical and	physical	they can be used across	differences between	differences between tactics	tactics used in different	reasons for rules within a		
creative	activity	multiple physical activities	tactics used across a few	used to achieve specific	physical activities	physical activity		
thinking	contexts		activities	purposes in physical				
through				activities				
movement.								
		Creates a plan to succeed in	Creates a plan to success	Creates a plan to succeed in	Identifies how to modify	Identifies appropriate		
		physical activity which takes	in physical activity which	physical activity which takes	tactics within the rules to	tactics within a physical		
		account of the abilities of self	takes account abilities of	account of individual	influence achievement or	activity to influence		
		and other	self and attempts to	strengths	success within a physical	achievement or success		
			account for others		activity			
MOVEMENT	Combinations	Refines stability, locomotor	Refines stability,	Refines stability, locomotor	Connects a variety of	Connects some stability,		
COMPETENCIES		and object control skills in	locomotor and object	and object control skills in	stability, object control and	object control and		
- Involves		dynamic physical activity	control skills in some	controlled physical activity	locomotor skills to perform	locomotor skills to		
developing		contexts to improve the	dynamic and some	contexts to improve the	quality movement	perform unrefined		
proficiency in		efficiency (process) and	controlled physical activity	efficiency (process) and	sequences in a range of	movement sequences in a		
object control,		effectiveness of movement	contexts to improve the	effectiveness of movement	controlled environments,	range of controlled		
stability and		(outcome)	efficiency (process) and	(outcome)	e.g. balance (stability) to a	environments.		
locomotor skills			effectiveness of		roll (locomotor) to a jump			
to sequence			movement (outcome)		(locomotor)			
movement in a								
wide variety of								
physical activity								
settings.								

Selects from a range of	Transitions smoothly from	Transitions smoothly from	Transitions from one skill to	Transitions from one skill
movement skills and applies	one skill to another in	one skill to another in	another with varied success	to another with minimal
the most appropriate skill in	dynamic physical activity	controlled physical activity	in controlled physical	success in controlled
dynamic physical activity	contexts, e.g. transitions	contexts, e.g. transitions	activity contexts	physical activity contexts.
contexts	from receiving an object	from receiving an object		
	(e.g. catch) to propelling	(e.g. catch) to propelling the		
	the object (e.g. throw)	object (e.g. throw)		
Transfers similar movement	Applies movement skills to	Applies movement skills to	Applies movement skills to	Connects a number of
skills and sequences	perform sequences in a	perform sequences in	perform sequences in	skills and attempts to
appropriately across physical	range of dynamic physical	dynamic physical activity	predicable physical activity	sequence them in a logical
activity contexts	activity contexts	contexts	contexts	manner