



Task Number	2	Task Name	Athletics
Course	Stage 4 PDHPE	Faculty	PDHPE
Teacher	Mr Adams, Ms Ellis, Mr Everson & Mr Presland	Head Teacher	Mr Eakin
Issue date	In class Week 4	Due date	In class Week 7
Focus (Topic)	Athletics	Task Weighting	25%

Outcomes

- PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
- PD4-5 transfers and adapts solutions to complex movement challenges
- PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequence

Task description

You will individually choose one of the following Athletics Track and Field disciplines:

- **Sprinting**
 - **Shot Put**
 - **Discus**
 - **Javelin**
1. You are expected to do your own, independent research and follow your teachers' modelling of appropriate behaviours and body movements to explain to your peers how to safely and effectively demonstrate the correct technique of your chosen discipline to best perform the action.
 2. You will be required to complete a minimum of 3 peer review forms. These will be completed on the day of the assessment. You will be marked on your ability to provide fair and honest judgement of your peer in their presentation of the discipline.

Marking Guidelines

- Ability to follow instruction and understand key components of movements.
- Include aspects of the presentation that have not been provided to you e.g. record holders.
- Appropriately model the discipline to the teacher and your peers while explaining reasons for the movements.
- Understanding of rules to demonstrate knowledge of the skill.
- Provide fair constructive feedback on your peers' performance

Year 8 Athletics - Marking Criteria (Teacher Assessment)

Student Name: _____ Athletics Overall Grade: _____ Mark: _____ /15

Criteria	Outstanding 5	High 4	Sound 3	Basic 2	Limited 0-1
Knowledge	<p>Students explicitly show an extensive knowledge of the discipline.</p> <p>Demonstrates extensive technical ability in regard to movements needed and muscles used</p>	<p>Students explicitly show a thorough knowledge of the discipline.</p> <p>Demonstrates a thorough level of technical ability in regard to movements needed and the muscles used</p>	<p>Students show a sound knowledge of the discipline.</p> <p>Demonstrates sound level of technical ability in regard to movements needed and muscles used.</p>	<p>Students communicate a basic knowledge of the discipline.</p> <p>Demonstrates basic level of technical ability with a mistake or two evident.</p>	<p>Students communicate a elementary knowledge of the discipline.</p> <p>Demonstrates an elementary level of technical ability with mistakes evident.</p> <p>Non serious attempt to participate.</p>
Presentation	<p>Clear evidence of extensive independent research completed at home to expand on in class.</p> <p>Clear, concise, and relevant communication with a deep understanding of content</p>	<p>Thorough evidence of independent research to improve the presentation.</p> <p>Clear concise communication with a high understanding of the content.</p>	<p>Some research evident on presentation.</p> <p>Mostly clear and relevant communication which is largely the same content that was delivered to the student previously.</p>	<p>Little evidence of research completed.</p> <p>Some clear communication evident.</p>	<p>No evidence of research completed.</p> <p>Attempt to communicate, however lacks relevant content.</p> <p>Non serious attempt to participate.</p>
Feedback- (student reflection survey on peers performance)	<p>Provides extensive feedback that recognises strengths and errors in their peer' performance.</p> <p>Clearly fair and equitable review</p>	<p>Provides thorough research that recognises strengths and errors in their peers' performance.</p> <p>Fair and equitable review</p>	<p>Provides sound feedback that recognises strengths and errors in their peers' performance. No written feedback given</p> <p>Fair and equitable review</p>	<p>Provides feedback that is basic and recognises some strengths and errors in performance.</p> <p>Clearly offers some bias</p>	<p>Feedback fails to recognise strengths and errors in performance.</p> <p>limited range of modifications for improvement.</p> <p>Non serious attempt to provide feedback.</p> <p>Heavily biased</p>

Year 8 Athletics - Marking Criteria (Student Assessment)

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