



Task Number	1	Task Name	World Games
Course	Stage 5 PDHPE	Faculty	PDHPE
Teacher	Mr Adams, Mr Eakin, Mr Presland, Ms Ellis, Mr Everson, Mr Clark	Head Teacher	Mr John Eakin
Issue date	Term 1 Week 3 2025	Due date	Part A continues in class Part B Friday Week 7
Focus (Topic)	World Games	Task Weighting	25%

Outcomes

- > D5-4 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
- > PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Task description

There are two parts to this task:

- A. Practical Component – Participation in a range of World and culturally specific Games and demonstration of specialised skills
- B. Theory Component (Analysis of movement concepts and how they transfer to other sports/movements)

Part A – Practical Component

Students will be assessed on their ability to demonstrate specialised movement skills across a range of World and culturally specific games/activities. Consistent, fair and committed participation is expected in all activities.

Part B – Theory Component

Students will be assessed on their ability to analyse and reflect on World and culturally-specific games into their essential skills and tactics/strategies. Students will then need to demonstrate how these skills can be transferred to modern popular sports (eg soccer, netball, volleyball, rugby league, AFL, etc). Students must show how both skills and tactics/strategies can be transferred to another sport or sports.

Students are expected to complete all sections of the Assessment Workbook in class.

Make sure you refer to the marking criteria attached for this task so that you complete the task to the highest standard.

- Demonstrate refined movement skills with control, awareness, anticipation, timing and technique.
- Perform with precision the movements required to participate in the activities studied.
- Analyse the skill set in one sport and how that can be manipulated to function in another sport.

MARKING CRITERIA

Part A	Outstanding (9-10 marks)	High (7-8 marks)	Sound (5-6)	Basic (3-4)	Limited (1-2)
Specialised Movement Skills 10 Marks	Extensively and consistently demonstrates a wide range of well-developed specialised movement skills.	Thorough and consistent demonstration of a wide range of well-developed specialised movement skills.	Displays movement skills with sound consistency but with areas for improvement.	Basic demonstration of movement skills, often inconsistent.	Minimal or no demonstration of movement skills.
Fairness, Respect & Sportsmanship 10 Marks	Always participates and interacts with fairness, respect, and sportsmanship, promoting positive group dynamics.	Demonstrates a high level of fairness, respect, and sportsmanship, contributing to positive group interactions.	Generally fair and respectful but occasionally impacts group dynamics negatively.	Frequently displays poor sportsmanship, fairness, or respect, disrupting group dynamics.	Disrespectful or disruptive behaviour, negatively impacting group dynamics.
Attitude & Participation 5 Marks	Displays an outstanding attitude and full commitment to all physical activities. (5 Marks)	Actively participates with a consistent and committed attitude. (4 marks)	Participates with a sound attitude but may lack enthusiasm at times. (3 marks)	Shows reluctance to participate or engages with minimal effort. (2 Marks)	Non-participation or extreme reluctance, with disruptive or disrespectful behaviour. (1 Mark)

Part A /25

Part B	Outstanding (5 marks)	High (4 marks)	Sound (3 Marks)	Basic (2 Marks)	Limited (1 Mark)
Completion of Workbooks	All sections are fully completed with detailed and thoughtful responses.	Most sections are completed with relevant responses.	Some sections are completed with basic responses.	Few sections are completed with minimal effort.	Very little or no completion of the workbook.
Understanding of World Games	Demonstrates outstanding understanding of the cultural significance, rules, and strategies of multiple world games.	Shows high understanding of most games, with some analysis of cultural significance and strategies.	Sound understanding of world games, but with limited explanation of cultural aspects	Basic understanding of the games and their cultural relevance.	Limited understanding of the world games and their significance.

Analysis of Skills, Strategies & Transferability	Clearly identifies essential skills and tactics, explaining their role in the game and providing strong justification of how they positively transfer to modern sports.	Identifies key skills and tactics with some justification of their transferability to modern sports.	Lists some skills and strategies with a basic explanation of how they might transfer to modern sports.	Mentions a few skills but provides little analysis or justification of their transferability.	Does not identify relevant skills or tactics or justify their transferability.
Reflection & Engagement	Thoughtful reflections show personal engagement, learning, and application of skills to other sports.	Reflections provide insights into learning and participation.	Provides sound reflections on the games and learning experience.	Basic reflection, lacks depth in responses.	Limited or no reflection on participation or learning.
Effort & Presentation	Work is neat, well-organised, and demonstrates outstanding effort.	Work is mostly neat and organised with high effort.	Work is somewhat organised with sound effort.	Work is disorganised and shows basic effort.	Work is incomplete and shows limited effort.

Part B /25

Teacher Feedback:

TOTAL /50