



Chester Hill High School

Strength in Unity, Excellence in Education

Assessment Task PASS – Year 10

Course:	Physical Activity and Sports Studies (PASS)	Year:	10								
Topic:	Physical Activity for Specific Populations										
Assessment Name:	Indigenous Athlete Research Task										
DATE DUE:	Term 3, Week 6 (Submitted in class)	Total Mark/Weighting	5% /30								
STUDENT NAME:											
Progress Check FEEDBACK	<input type="checkbox"/> <i>Research and select Aboriginal and Torres Strait Islander athlete in class during ICT lesson.</i> <input type="checkbox"/> <i>Complete and submit task scaffold for feedback.</i> <input type="checkbox"/> <i>Present research in the form of a report and use appropriate and correct language, spelling and grammar.</i> <input type="checkbox"/> <i>Locate and acknowledge relevant information from a variety of sources in the form of a bibliography.</i>										
Progress Check Date:		Marks									
<p>I certify that</p> <ul style="list-style-type: none"> • This assignment is my own work, based on my personal study and/or research. • I have acknowledged all material and sources used in the preparation of this assignment in a reference list. • Submitted assignments based on group work are not the same as other students' work. • I have not plagiarised (copied) in part, or in whole the work of other students. • I have read and I understand the success criteria used for this assessment • <u>I have kept a copy of my assignment and the receipt.</u> • I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future. <p>Student's Signature: Date:</p> <p>✂-----</p> <p>Assessment Task Student Receipt <i>(This receipt should be kept as proof of assessment submission)</i></p> <table border="1"> <tr> <td>FAMILY NAME:</td> <td>GIVEN NAME:</td> </tr> <tr> <td>TEACHER: Kramer / Krlevska / Wuergatsch / Brennan</td> <td>CLASS:</td> </tr> <tr> <td>DATE DUE: Term 3, Week 6</td> <td>DATE SUBMITTED:</td> </tr> <tr> <td>TITLE OF TASK: <i>Indigenous Athletes</i></td> <td>TEACHER'S SIGNATURE:</td> </tr> </table>				FAMILY NAME:	GIVEN NAME:	TEACHER: Kramer / Krlevska / Wuergatsch / Brennan	CLASS:	DATE DUE: Term 3, Week 6	DATE SUBMITTED:	TITLE OF TASK: <i>Indigenous Athletes</i>	TEACHER'S SIGNATURE:
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Task Information

Important idea(s) being explored:	The history of Australian sport and physical activity and major events and athletes that have helped shape and contributed to Australia's national sporting identity.
Skills, Knowledge and understanding being demonstrated:	<ul style="list-style-type: none"> • Develop a foundation for efficient and enjoyable participation and performance in physical activity and sport • Develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
Task Requirements:	<p><u>Choose an Indigenous Australian athlete and create a presentation about your them and complete the following:</u></p> <ul style="list-style-type: none"> - A brief biography about the athlete, the sport they play and the highlights of their sporting career. - Discuss any adversity, such as racism, they had to overcome to excel in their sport. - Write a brief explanation in full sentence structure explaining how the sport of your chosen athlete has contributed to Australia's sporting identity. <i>E.g. - a major event won by Australia. Include dates and names of historical facts.</i> - Discuss how the chosen Indigenous athlete has impacted positively on the community. - Include a reference list of all resources used. <p style="text-align: center;"><u>Additional Information</u></p> <ol style="list-style-type: none"> 1. Students will be provided with one (1) ICT lesson during class time. 2. An N Determination may be given for non-completion of this task.
Syllabus Outcomes:	<p>1.1: Discusses factors that limit and enhance the capacity to move and perform.</p> <p>2.1: Discusses the nature and impact of historical and contemporary issues in physical activity and sport.</p> <p>2.2: Analyses physical activity and sport from personal, social and cultural perspectives.</p>

Feedback from student about task:

I spent _____ hours working on this task.

The hardest part of this task was _____

The easiest was _____

What I have enjoyed most about learning in *PASS* is _____

Learning in *PASS* could be improved if:

Dear teacher, I need help in the following areas:

Success Criteria

Elements	Specific Criteria	Mark /Grade				
Understands the big idea(s)	Physical activity and sports associated with the Aboriginal and Torres Strait population.					
	Adversity experienced by the individual in their sport and how it was overcome					
	The influence on Australia's Sporting Identity.					
	The impact on the community as a result of the success of the chosen athlete.					
Literacy / Numeracy skills assessed	Puts researched information into own words.					
	Uses appropriate grammar, spelling and punctuation.					
Processes Demonstrates Skills Knowledge Understanding	Uses research skills.					
	Creates presentation.					
	Presents research using appropriate presentation skills.					

FEEDBACK from Teacher:

Completion of assessment during allocated class time. Excellent Moderate Limited

Teacher Signature		Mark	
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Marking Criteria

MARKS	CRITERIA
A 26-30	<ul style="list-style-type: none"> ▪ Athlete's biography is concise, very informative and relevant to shaping Australia's sporting identity. ▪ Provides an outstanding discussion of any adversity faced and overcome by the chosen athlete. ▪ Provides a comprehensive description of what 'Australia's national sporting identity' is, and how their chosen sport has contributed to it. ▪ Provides an outstanding level of explanation of the positive influences the chosen athlete has had on the community. ▪ An accurate reference list is provided and contains at least 3 different suitable references. ▪ Presentation contains correct spelling, grammar and is visually engaging (images, sound etc.). ▪ Information in presentation is written in the students' own words.
B 21-25	<ul style="list-style-type: none"> ▪ Athlete's biography is well documented and relevant to shaping Australia's sporting identity. ▪ Provides a high level of discussion of any adversity faced and overcome by the chosen athlete. ▪ Clearly describes what 'Australia's national sporting identity' is, and how their chosen sport has contributed to it. ▪ Provides a high level of explanation of the positive influences the chosen athlete has had on the community. ▪ An accurate reference list is provided and contains at least 3 different suitable references. ▪ Presentation contains mostly correct spelling and grammar, with only a few minor errors. ▪ Information on slides are written in the students own words.
C 15-20	<ul style="list-style-type: none"> ▪ Athlete's biography is documented and has some relevance to shaping Australia's sporting identity ▪ Provides a sound discussion of any adversity faced and overcome by the chosen athlete. ▪ Provides a brief description of what 'Australia's national sporting identity' is, and how their chosen sport has contributed to it. ▪ Provides a sound level of explanation of the positive influences the chosen athlete has had on the community. ▪ An accurate reference list is provided and contains at least 2 different suitable references. ▪ Presentation contains mostly correct spelling and grammar, with only a few minor errors. ▪ Information on slides are written in the students own words.
D 9-15	<ul style="list-style-type: none"> ▪ Athlete's biography is documented and but has little relevance to shaping Australia's sporting identity. ▪ Provides a basic discussion of any adversity faced and overcome by the chosen athlete. ▪ Briefly explains how the chosen sport has contributed to Australia's sporting identity. ▪ Provides a basic level of explanation of the positive influences the chosen athlete has had on the community. ▪ An accurate reference list is provided and contains at least 2 different suitable references. ▪ Presentation contains some correct spelling and grammar, with more errors than correct. ▪ Information on slides are written in the students own words.
E 0-8	<ul style="list-style-type: none"> ▪ Athlete's biography is not documented and/or has no relevance to shaping Australia's sporting identity. ▪ Provides a limited discussion of any adversity faced and overcome by the chosen athlete. ▪ Provides some explanation of how the chosen sport has contributed to Australia's sporting identity. ▪ Provides a limited level of explanation of the positive influences the chosen athlete has had on the community. ▪ An accurate reference list is provided and contains at least 1 suitable reference. ▪ Presentation contains some correct spelling and grammar, with more errors than correct. ▪ Information on slides are not written in the students own words.

Task Scaffold

Paragraph 1: *Introduction – Name of athlete, age, sport, event or team.*

Paragraph 2: *Athlete biography including their sporting highlights and information to shaping Australia's sporting identity. For example, what teams have they represented? What awards have they earned?*

Paragraph 3: *Discuss any adversity they have had to overcome in relation to their cultural background. For example, racism, harassment, vilification, exclusion. (Adversity = state, condition, or instance of serious or continued difficulty or adverse fortune, hardship, misfortune)*

Task Scaffold

Paragraph 4: *Description of what “Australia’s national sporting identity” is and how the athlete’s chosen sport has contributed to it.*

Paragraph 5: *Explain the positive influence the chosen athlete has had on the community. Any other interesting information. For example, family life, future goals, charity work, injuries, etc.*

Paragraph 6: *Conclusion – Restate main points*

References: *List websites, books, newspaper articles, etc. used*