



GEORGES RIVER COLLEGE PEAKHURST CAMPUS

YEAR 8 PDHPE ASSESSMENT TASK

TOPIC: Aboriginal Games	TYPE OF TASK: Research Report & Presentation
DUE DATE : Report - Due Week 7 for all students (See class teacher for day). Presentation - Begin week 7 to 8. Groups will be allocated a practical lesson to present)	WEIGHTING: 15%
OUTCOMES TO BE ASSESSED: PD4-4 Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts PD4-8 Plans for and participates in activities that encourage health and a lifetime of physical activity PD4-10 Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts	
<p style="text-align: center;"><u>TASK DESCRIPTION</u></p> <p>Background: <i>Aboriginal games provided a reliable framework for enjoyable play, as well as opportunities for creativity and exploration. Many traditional Aboriginal games were played on special occasions such as cultural ceremonies or during periods of inactivity. Games were often played by adults with children to share fun as well as teaching them skills needed for adult roles. Many of the games involved showing one or more aspects of physical fitness, skill and techniques essential for survival were learned.</i></p> <p>Task Description:</p> <ul style="list-style-type: none"> In groups of 4, you will be required to research an Aboriginal Game from the Yalunga Resource (https://www.sportaus.gov.au/yulunga). You should present your findings in a Google Slides format. Your research should consider the following key pieces of information: <ul style="list-style-type: none"> -Name of the Aboriginal Game & place of origin (1 mark) -Cultural significance of the game (2 marks) -Description/rules of the game (3 marks) -Traditional equipment used (1 mark) -Modified equipment that can be used in today's era (1 mark) -Variations/modifications to make the game easier and/or harder (2 marks) -A diagram outlining how the game should be set up (3 marks) -Safety requirements for participation (2 mark) -Presentation is visually appealing (5 marks) 	

- Groups are required to present their information in google slides before being allocated a time in class to teach their chosen game back to the class. Each group will have a 20 minute time slot within a lesson during week 7 - 8.

How to present your research information:

- Groups should share the workload evenly by creating a collective google slides presentation. This link should then be shared to the class teacher on your classes google classroom.
- Students are also required to submit a printed copy of their google slides presentation.
- Students will be shown example games in the lead up to presentations by your class teacher during practical lessons. Students are not permitted to use the same games as demonstrated by their respective teacher.

How to prepare for this task:

- Consider accessing homework centre as an effective means of working with your group collaboratively.
- Please seek feedback prior to the due date if you require assistance with this task.
- Utilise the Yulunga resource - <https://www.sportaus.gov.au/yulunga>
- Begin the task with sufficient time to complete it.
- Allocate roles and responsibilities within your group tailored to the strengths of each group member.

INSTRUCTIONS FOR SUBMISSION:

- Please hand a printed copy of your report to your teacher on your classes specified due date as well as uploading the task on google classroom. Assessment cover sheet (page 1) and marking criteria (page 2) must both be attached to the front of your assessment task.

WHAT TO DO IF YOU ARE SICK/ABSENT ON THE DUE DATE:

- If you are absent on the due date you must see your teacher on the first day that you arrive back at school with a medical certificate. Failure to submit a medical certificate with your task will result in a deduction of 20% per day late.

GOOD LUCK YEAR 8!

Year 8 Assessment Cover Sheet

Aboriginal Games

TOPIC: Aboriginal Games	TYPE OF TASK: Research Report & Presentation
DUE DATE: Report - Due Week 7 for all students (See class teacher for day). Presentation - Begin week 7 to 8. Groups will be allocated a practical lesson to present)	WEIGHTING: 15%

Name: _____

Subject: PDHPE

Teacher: _____

- I confirm that this assessment is all my own work.
- I have used the correct punctuation and checked the spelling to the best of my understanding.
- I have used a range of resources to write this report.
- My task clearly addresses each of the questions within the assessment.
- I have asked my teacher questions and/or requested feedback about my task before submitting.
- I understand that my assessment will be checked for plagiarism, and that penalties will be applied if I have plagiarised.
- If I know I will be absent on the due date, I acknowledge that I must submit the task before the due date. I also understand that any task submitted after the due date will be issued with a zero (0) mark, unless appropriate documentation e.g. Dr's certificate is provided.

Signature (s): _____ Date: _____

Year 8 Marking Criteria (Check List)

Aboriginal Games

MARKS	STUDENT CRITERIA (TICK OFF)
(A) Excellent	<input type="checkbox"/> Google Slides presentation clearly addresses all key criteria outlined above with significant detail. <input type="checkbox"/> Google Slides presentation is well designed, clear and visually appealing - including images. <input type="checkbox"/> Demonstrates effective leadership skills to support one another in their roles and responsibilities. <input type="checkbox"/> Demonstrates high levels of maturity and leadership when setting up and packing down. <input type="checkbox"/> Consistently demonstrates a committed approach to planning during theory and practical lessons. <input type="checkbox"/> Provides supportive encouragement, motivation and specific feedback to other students when participating. <input type="checkbox"/> Effectively participates in all other games demonstrated by students with our school values in mind. <input type="checkbox"/> The game is effectively timed to 15-20 minutes and includes a variety of modifications to make the game easier/harder.
(B) Very good	<input type="checkbox"/> Google Slides presentation clearly addresses most of the key criteria outlined above. <input type="checkbox"/> Google Slides presentation is mostly clear and visually appealing - includes some images. <input type="checkbox"/> Effectively works as a team member to support one another in their roles and responsibilities. <input type="checkbox"/> Demonstrate maturity when setting up and packing down. <input type="checkbox"/> Shows commitment when planning during theory and practical lessons. <input type="checkbox"/> Provides encouragement and motivation to other students when participating. <input type="checkbox"/> Participates in all other games demonstrated by students with our school values in mind. <input type="checkbox"/> The game is effectively timed to 15-20 minutes and includes some modifications to make the game easier/harder.
(C) Sound	<input type="checkbox"/> Google Slides presentation addresses some of the key criteria outlined above. <input type="checkbox"/> Google Slides presentation is clear in some parts throughout. <input type="checkbox"/> Works cooperatively most of the time to support one another in their roles and responsibilities. <input type="checkbox"/> Demonstrates cooperation when setting up and packing down. <input type="checkbox"/> Shows commitment when planning during theory and practical lessons. <input type="checkbox"/> Provides some encouragement and motivation to other students when participating. <input type="checkbox"/> Participates soundly in most other games demonstrated by students. <input type="checkbox"/> The game is slightly under/over time. Some modifications applied to make the game easier/harder.
(D) Basic	<input type="checkbox"/> Google Slides presentation addresses a few of the key criteria outlined above. <input type="checkbox"/> Google Slides presentation is clear in some parts throughout. <input type="checkbox"/> Works inconsistently to support one another in their roles and responsibilities. <input type="checkbox"/> Demonstrates minimal assistance to others in the group to help set up and pack down. <input type="checkbox"/> Provides some encouragement and motivation to other students when participating. <input type="checkbox"/> Participates inconsistently in most other games demonstrated by students. <input type="checkbox"/> The game is slightly under/over time. minimal modifications applied to make the game easier/harder.
(E) Limited	<input type="checkbox"/> Demonstrates little to no involvement in the planning phases during practical and theory lessons. <input type="checkbox"/> Fails to complete the task/refuses to be involved in attempting the task on the day. <input type="checkbox"/> Demonstrates poor behaviour for other students when they are teaching their games.

