

# SECONDARY AFL SUMMATIVE ASSESSMENT TASK

**YEARS 7-8**  
VICTORIAN CURRICULUM

After introducing students to the Double Defence game and revising the CHANGE IT approach, have students complete this assessment task to demonstrate their learning and apply their knowledge.

Implementation suggestions:

- Students may complete this task in small groups to apply their thinking in a real-world environment before completing the assessment task.
- Show students the rubric below and discuss what success would look like.
- If time allows, a feedback session is suggested for students to understand their performance in the task, and allow them time to reflect on how they might further improve.
- It may also be successful to reflect on student growth by analysing the formative assessment rubric.

## MARKING RUBRIC

### Content Descriptors

**1** Use feedback to improve body control and coordination when performing specialised movement skills  
VCHPEM133

**2** Practise, apply and transfer movement concepts and strategies  
VCHPEM135

**3** Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance  
VCHPEM137

**4** Modify rules and scoring systems to allow for fair play, safety and inclusive participation  
VCHPEM141

	Working towards the achievement standard	Working at the achievement standard	Working above the achievement standard
<b>CHANGE IT</b>	Is able to select one appropriate adaptation option from the CHANGE IT approach	Is able to select two appropriate adaptation options from the CHANGE IT approach	Is able to select three appropriate adaptation options from the CHANGE IT approach
<b>Explanation</b>	Is working towards providing reasonable explanations and diagrams to support suggested changes to the proposed game	Provides explanations and diagrams where needed to explain their proposed changes to the game	Demonstrates a strong understanding of the concept by providing detailed explanations and drawings to explain their proposed changes to the game
<b>Justification</b>	Provided reasonable justification on how one of their proposed changes will improve the game	Provided reasonable justification about how two of their proposed changes will improve the game	Provided reasonable justification on how all three of their proposed changes will improve the game
<b>Inclusion</b>	Is working towards including changes that promote inclusion	Is able demonstrate that they have included changes that promote inclusion and build connections	All three examples demonstrate changes that actively show the fair play concept and promote inclusion

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**Aim:** Consider the 'Double Defence' game played previously. Use the **CHANGE IT** approach to make three modifications to the game which encourage inclusion.

## Setup

- Divide students into 3 even teams. Two teams wear bibs.
- Set up multiple games to involve more students.
- Create 20m x 20m playing areas with markers.
- Playing area has two larger areas and two scoring zones.
- The attacking team starts at the halfway line.
- The two defending teams start on their scorelines.

## Game play

- The attacking team starts by moving the ball towards one of the scoring zones using handpassing.
- After one defending team has made three touches (or the attacking team runs over the scoring line with the ball), they both run back to stand on their starting lines.
- The attacking team turns around to face the other direction, and begins to run towards the other defending team's scoreline.
- After two minutes, the attacking team changes places with one of the defending teams (all teams move clockwise).
- When all three teams have had a turn as attackers, the team with the most touchdowns scored, wins.

What worked **well**? What could be **improved**?

How could the game be changed to make it more **interesting, fairer** or **safer**?

Use the **CHANGE IT approach** to make 3 changes to the Double Defence game.

**C** **Coaching style** - Change the way the game leader runs the game.

**H** **How you score/win** - Be inventive with different ways you can score or win.

**A** **Area** - Change the size and/or shape of your playing area.

**N** **Numbers** - Change team sizes and positions.

**G** **Game rules** - Change the rules without changing the basic game.

**E** **Equipment** - Change the equipment used in the game.

**I** **Inclusion** - Change the game to include all learners and abilities.

**T** **Time** - Increase or decrease game time or how often teams rotate.

Describe three changes you would make to the game 'Double Defence'.

CHANGE 1

What part of <b>CHANGE IT</b> are you using?	
<div>Explain your change.</div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div>If needed, draw a diagram to show how you have changed the game.</div> <div></div>
<div>How will your changes make the game better?</div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	<div>Who will benefit the most? Why?</div> <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>



## CHANGE 2

What part of **CHANGE IT** are you using?

Explain your change.

[illegible]

If needed, draw a diagram to show how you have changed the game.

How will your changes make the game better?

[illegible]

Who will benefit the most? Why?

[illegible]

## CHANGE 3

What part of **CHANGE IT** are you using?

Explain your change.

[illegible]

If needed, draw a diagram to show how you have changed the game.

How will your changes make the game better?

[illegible]

Who will benefit the most? Why?

[illegible]