

# SECONDARY AFL SUMMATIVE ASSESSMENT TASK

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** Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts  
PD5-4

**2** Appraises and justifies choices of actions when solving complex movement challenges  
PD5-5

**3** Assesses and applies self-management skills to effectively manage complex situations  
PD5-9

**4** Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts  
PD5-10

**5** Refines and applies movement skills and concepts to compose and perform innovative movement sequences  
PD5-11

	Working towards Stage 5 level	Working at Stage 5 level	Working above Stage 5 level
<b>Fair play and teamwork</b>	Is beginning to explain the importance of fair play and teamwork when taking on a leadership role	Demonstrates an awareness of teaching younger students the importance of fair play and collaboration	Shows confidence in taking on a leadership role with detailed explanations of teaching students about fair play and teamwork
<b>Phase of the Game</b>	Is working towards providing a reasonable explanation and diagram to explain their approach to teaching a specific phase of the game skill	Provides an explanation and diagram to explain their approach to teaching the specific phase of the game skill	Demonstrates a strong understanding of the phase of the game concept by providing a detailed explanation and drawing to explain their approach
<b>Invasion game</b>	Includes a basic description an invasion game to teach young students a tactical skill and/ or doesn't match previously described phase of the game	Provides a reasonable explanation of an invasion game that they would use to teach younger students the previous described phase of the game	Provides a detailed description and diagram of an invasion game that they would use to teach younger students the previous described phase of the game
<b>Inclusion</b>	Is working towards proposing games that promote inclusion	Is able describe considerations that promote inclusion and build connections in game play	Demonstrates game modifications that actively show the fair play concept and promote inclusion

# AFL SUMMATIVE ASSESSMENT TASK

**Aim:** *Imagine you have taken on a leadership role to coach younger students in the game of AFL. Use your knowledge and skills from previous lessons to answer the following questions.*

Explain how you would teach younger students the importance of fair play and teamwork when preparing for AFL match play:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Think about the **Three Phases of the Game** and how they can support players to improve the tactical elements of game play in AFL.

**Attack**

- Penetration
- Possession
- Support
- Movement

**Defense**

- Delay
- Pressure
- Cover
- Depth Balance

**Contest**

- Gain advantage
- Outnumber



Describe an **invasion game** that you would use to help teach this tactical skill to younger students.

Explanation of the game:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Draw a diagram to support your explanation:

Explain how you have considered inclusion when designing this game:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---