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 Perform and refine specialised movement skills in challenging movement situations **VCHPEM152**

2 Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations **VCHPEM153**

3 Develop, implement and evaluate movement concepts and strategies for successful outcomes **VCHPEM154**

4 Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences **VCHPEM156**

5 Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams **VCHPEM158**

6 Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities **VCHPEM16**

	Working towards the achievement standard	Working at the achievement standard	Working above the achievement standard
Fair play and teamwork	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
Phase of the Game	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
Invasion game	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
Inclusion	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:

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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

Consider how you would teach younger students about the tactical elements of AFL.

Choose one **Phase of the Game** to teach younger students in a coaching role:

Describe how you would break down the tactical skill:	Use a diagram to support your explanation:
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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:
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Explain how you have considered inclusion when designing this game:

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