



## Sample assessment task

<b>Year level</b>	5
<b>Learning area</b>	Health and Physical Education
<b>Subject</b>	Physical Education
<b>Title of task</b>	Change and movement

## Task detail

<b>Description of task</b>	Students work in groups of four to investigate how movement skills are affected if they modify space, time, objects and people
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	<ul style="list-style-type: none"><li>To allow students the opportunity to investigate the effects of effort, space, time, objects and people on movement skills</li><li>To assess their knowledge of these effects</li></ul>
<b>Assessment strategy</b>	Group work; written work
<b>Suggested time</b>	One lesson for group work lab activity; one lesson to allow students to complete worksheet

## Content description

<b>Content from the Western Australian Curriculum</b>	Manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills
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## Task preparation

<b>Prior learning</b>	Students have worked in groups to investigate and problem-solve. They are familiar with the jigsaw strategy for collecting and exchanging information.
<b>Assessment differentiation</b>	Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

## Assessment task

<b>Assessment conditions</b>	Assessment will involve students in individual and group/pair scenarios.
<b>Resources</b>	<ul style="list-style-type: none"><li>A basketball court or any large area with a hard surface</li><li>Chalk-drawn foursquare games (or set up using markers)</li><li>Cones/markers</li><li>Stopwatch or timer</li><li>A variety of balls of different sizes, shapes and firmness</li><li>Worksheets/investigation planners on clipboards</li><li>Pencil or pen</li></ul>

## Instructions for teacher

### Change and movement

#### Lesson one

- Any game or area can be used for this activity. Foursquare has been chosen as it is a familiar playground game and does not have official rules.
- Choose groups of four and appoint a number from 1–4 to each member.
- Mark out several foursquare games on a hard surface area. Ensure there is sufficient space between each playing area so that the group investigating space has enough room to make their area bigger.
- Explain your rules for foursquare that must be used by all teams for the purpose of this exercise.
- Allow approximately 20 minutes for the investigation, 10 minutes for the sharing of information and 10 minutes for a whole-class debrief at the end.
- Ongoing feedback and assistance should be provided during all stages of the task.

#### Explain the task to students when they have moved into their groups.

- Each group is allocated one of the following elements: space, time, equipment or people.
- In their group, students investigate how changing the conditions affects their movement skills, e.g. how making the squares in the game bigger or smaller affects players' skills and movements.
- Each group is asked to make one change at a time and record the result, e.g. 'When we used a tennis ball the players had to move faster around their square but when we used the basketball there was less movement required and the players had more time to get to the ball.'
- Students discuss results in their group and together agree on their findings. The group ensures all members have the same information and will provide the same messages to the other groups.
- Form new groups with all the ones, twos, threes and fours.
- Each new member presents their findings to their new group who ask questions and record the relevant information.
- The students come together and share their information and any misinformation is corrected.

#### Lesson two

- Provide students with the investigation planner to record their findings.
- Students are given one lesson to complete the assessment sheet.

## Assessment sheet

1. a) Describe **one** way that space can be changed in a sport/game (use a diagram if that helps you to explain).

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b) What is **one** way that changing space can affect a person's skills or movements?

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c) Give **one** example from a different sport/game of how space can be changed.

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2. a) Describe **one** way that time can be changed in a sport/game (use a diagram if that helps you to explain).

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b) What is **one** way that changing time can affect a person's skills or movements?

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c) Give **one** example from a different sport/game of how time can be changed.

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3. a) Describe **one** way that objects can be changed in a sport/game (use a diagram if that helps you to explain).

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b) What is **one** way that changing objects can affect a person's skills or movements?

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c) Give **one** example from a different sport/game of how objects can be changed.

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4. a) Describe **one** way that people can be changed in a sport/game (use a diagram if that helps you to explain).

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b) What is **one** way that changing people can affect a person's skills or movements?

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c) Give **one** example from a different sport/game of how people can be changed.

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## Sample marking key

Description	Marks
<b>1. Channing space (4 marks)</b>	
a) Describe one way that space can be changed in a sport/game (use a diagram if that helps you to explain)	
Provides a clear description which includes appropriate and relevant information.	2
Provides a brief description with minimal detail, including some information.	1
	<b>2</b>
b) What is one way that changing space can affect a person's skills or movements?	
Provides a relevant way that space can be changed.	1
	<b>1</b>
c) Give one example from a different sport/game of how space can be changed.	
Provides a relevant example for a different sport or activity.	1
	<b>1</b>
<b>2. Changing time (4 marks)</b>	
a) Describe one way that time can be changed in a sport/game (use a diagram if that helps you to explain)	
Provides a clear description which includes appropriate and relevant information.	2
Provides a brief description with minimal detail, including some information.	1
	<b>2</b>
b) What is one way that changing time can affect a person's skills or movements?	
Provides a relevant way that space can be changed.	1
	<b>1</b>
c) Give one example from a different sport/game of how time can be changed.	
Provides a relevant example for a different sport or activity.	1
	<b>1</b>
<b>3. Changing objects (4 marks)</b>	
a) Describe one way that objects can be changed in a sport/game (use a diagram if that helps you to explain)	
Provides a clear description which includes appropriate and relevant information.	2
Provides a brief description with minimal detail, including some information.	1
	<b>2</b>
b) What is one way that changing objects can affect a person's skills or movements?	
Provides a relevant way that space can be changed.	1
	<b>1</b>
c) Give one example from a different sport/game of how objects can be changed.	
Provides a relevant example for a different sport or activity.	1
	<b>1</b>

<b>4. Changing people (4 marks)</b>	
a) Describe one way that people can be changed in a sport/game (use a diagram if that helps you to explain)	
Provides a clear description which includes appropriate and relevant information.	<b>2</b>
Provides a brief description with minimal detail, including some information.	<b>1</b>
	<b>2</b>
b) What is one way that changing people can affect a person's skills or movements?	
Provides a relevant way that space can be changed.	<b>1</b>
	<b>1</b>
c) Give one example from a different sport/game of how objects can be changed.	
Provides a relevant example for a different sport or activity.	<b>1</b>
	<b>1</b>
<b>Total</b>	<b>16</b>

Team members' names: \_\_\_\_\_

**What is your question for investigation?**

**What happens to**

**When we change**

**What do you predict will happen?**

**Explain why.**

To make the test fair, what things (variables) are you going to:

**Change?**

**Observe?**

**Keep the same?**

**Results**

What happened to the game when you made the change?  
How did the change affect the way people performed or moved?

**Space**

**Time**

**Object**

**People**