



Henley High School

Stage 2 Sport Studies

ASSESSMENT TYPE 2: Group Activity

Task 4: Come and Try session – Collaborative Lesson

TASK DESCRIPTION

Students are required to work collaboratively with others to plan, organise, implement and evaluate a 'come and try' session for the rest of the class in an activity of interest.

There must be opportunities for all students to collaborate in sharing responsibilities in decision making and in responding constructively to the task. Students will be required to reflect on their contribution and on the collaborative processes and outcomes.

PROCESS:

Students will need to complete the following:

1. A journal detailing the process of setting up the activity. This must include decisions made and the processes gone through in order to plan and implement the lesson.
2. A detailed lesson plan of the session(s) including who, what, when, where and why. This should include all activities and the time each will go by.
3. An evaluation of the sessions. This will need to include a reflection on the team's processes, the outcomes that were aimed for and that were achieved, the session(s) that were undertaken and the role that you and the other team members played in the process of organising and running the session.

ASSESSMENT CONDITIONS

Groups of 2 – 100 minute lesson

Groups of 3 – 2 x 100 minute lessons

A maximum of 1000 for journal and evaluation

Video, photos, notes and data sets are included as an appendix

	Application	Investigation and Analysis	Communication and Collaboration	Evaluation and Reflection	Understanding
A	<p>Comprehensive development of knowledge, concepts, and skills.</p> <p>Insightful and comprehensive application of a range of knowledge, concepts, and skills for a purpose.</p>	<p>Focused and in-depth investigation into relevant information, concepts, and ideas using a variety of sources.</p> <p>Focused and in-depth analysis of concepts, ideas, and skill development from a variety of perspectives.</p>	<p>Sustained and productive collaboration with others.</p> <p>Clear and comprehensive communication of ideas and informed opinions.</p> <p>Coherent, insightful, and well-informed discussion and justification of ideas and opinions.</p>	<p>Perceptive and critical evaluation of the student's own learning and progress in learning.</p> <p>Perceptive and constructive reflection on learning from peer assessment and self-assessment.</p>	<p>In-depth and clear understanding and explanation of the connections between the program focus and the capability in each chosen key area.</p> <p>Sophisticated development and demonstration of the capability in each chosen key area.</p>
B	<p>Focused development of knowledge, concepts, and skills.</p> <p>Well-considered application of a range of knowledge, concepts, and skills for a purpose.</p>	<p>Some depth in investigation into relevant information, concepts, and ideas using a variety of sources.</p> <p>Thorough analysis of concepts, ideas, and skill development from different perspectives.</p>	<p>Purposeful collaboration with others.</p> <p>Clear and detailed communication of ideas and informed opinions.</p> <p>Clear and informed discussion and justification of ideas and opinions.</p>	<p>Thoughtful and critical evaluation of the student's own learning and progress in learning.</p> <p>Considered and constructive reflection on learning from peer assessment and self-assessment.</p>	<p>Some depth and clarity in an understanding and explanation of the connections between the program focus and the capability in each chosen key area.</p> <p>Well-considered development and demonstration of the capability in each chosen key area.</p>
C	<p>Competent development of knowledge, concepts, and skills.</p> <p>Appropriate application of knowledge, concepts, and skills for a purpose.</p>	<p>Competent investigation into relevant information, concepts, and ideas using a variety of sources.</p> <p>Competent analysis of concepts, ideas, and skill development from different perspectives.</p>	<p>Appropriate collaboration with others.</p> <p>Appropriate and generally clear communication of ideas and informed opinions.</p> <p>Competent discussion and justification of ideas and opinions.</p>	<p>Considered evaluation of the student's own learning and progress in learning.</p> <p>Considered reflection on learning from peer assessment and self-assessment.</p>	<p>Understanding and some explanation of the connections between the program focus and the capability in each chosen key area.</p> <p>Competent development and demonstration of the capability in each chosen key area.</p>
D	<p>Partial development of knowledge and skills.</p> <p>Basic application of some knowledge and skills with some relationship to a purpose.</p>	<p>Incomplete investigation into information, concepts, or ideas, with more emphasis on information than ideas and concepts.</p> <p>Incomplete recount of concepts, ideas, or skills, with identification of more than one perspective.</p>	<p>Some occasional collaboration with others.</p> <p>Partial and unfocused communication of ideas or opinions.</p> <p>Some description, with elements of justification, of ideas or opinions.</p>	<p>Some understanding and description of aspects of the student's own learning and progress in learning.</p> <p>Some description of learning from peer assessment and/or self-assessment.</p>	<p>Basic understanding and awareness of some of the connections between the program focus and the capability in a chosen key area.</p> <p>Some development and demonstration of aspects of the capability in each chosen key area.</p>
E	<p>Attempted development of knowledge and skills.</p> <p>Limited application of some knowledge or skills, with some attempted link to a purpose.</p>	<p>Attempted identification of a concept, idea, or skill.</p> <p>Attempted investigation of information or ideas, in one or more sources, which may have some relevance.</p>	<p>Limited collaboration with others.</p> <p>Some attempted communication of ideas or opinions.</p> <p>Brief description of an idea or opinion.</p>	<p>Some awareness and recognition of the student's own learning or progress in learning.</p> <p>Limited recount of learning from peer assessment and self-assessment.</p>	<p>Limited understanding of isolated connections between the program focus and the capability in a chosen key area.</p> <p>Emerging understanding, development, or demonstration of the capability in each chosen key area.</p>