



# Henley High School

## Stage 2 Sport Studies

### ASSESSMENT TYPE 4: Project

#### Task 6: Negotiated Task – Issue Analysis

#### TASK DESCRIPTION

Select a contemporary issue that is considered to be controversial and present a discussion for both sides of the argument.

#### PROCESS:

- Select one of the contemporary issues that has arisen through class discussion and that has individual relevance to you.
- Select a guiding question from the topic you have selected (this must relate to physical activity and provide discussion and debate)
- You will need to collect information from a variety of sources (these will need to be referenced using the SACE Board format provided.)
- Describe different positions taken by people on the issue by discussing these clearly, outlining the basis for each argument.
- Think critically and reflectively and using your knowledge, critically analyse each of the view points that you have identified.
- Investigate the relevant knowledge, concepts, and ideas that underlie your issue. You will need to include relevant data such as tables, surveys and graphs to support this information.
- You will be required to maintain a journal with your references, notes and thoughts so as to show the depth of your research and analysis. Include copies of articles from newspapers, magazine and internet research.

#### THINGS TO CONSIDER:

- Ensure that all the view points you cover are supported by research, facts and data or they are based on beliefs and values (which may be ethical and/or religious)
- Discuss whether the information, research or arguments are presented to support a particular viewpoint or contain bias.
- Make sure the data you use is relevant and credible (this can be with primary sources: e.g. surveys, interviews and visits, or they may be secondary sources: e.g. books or internet.

#### RESEARCH:

- Ensure that when you obtain information, you record information for referencing and consider credibility and bias.
- You will need to gather information from both *primary* and *secondary* sources.

#### INTRODUCTION

- The introduction of your topic needs to demonstrate an understanding of the topic and how it relates to the other themes studied in class as well as your personal life. It will need to be presented as something that will cause debate / discussion and have differing points of view.

## CONCLUSION

- The conclusion needs to explain which side of the issue you believe to be most credible and correct. You must explain how the assignment and information that you have found out has impacted on your understanding and opinions of the topic. You will need to discuss whether this has had any impact on your life outside of school and how.
- Students choose an assessment format that they believe will best demonstrate the growth and quality of their learning. Students may choose any of the following formats:
  - A video of a dramatic presentation
  - A showcase or exhibition
  - A model
  - A written document such as a report
  - A website
  - A multimodal presentation
  - A photographic essay
  - A review
- A maximum of 1500 words.
- You must include:
  - An introduction
  - Evidence of a wide variety of research
  - Analysis of data materials recognising different viewpoints and author bias.
  - Communication – using appropriate terminology and language.
  - A conclusion

## ASSESSMENT CONDITIONS

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	<b>Application</b>	<b>Investigation and Analysis</b>	<b>Communication and Collaboration</b>	<b>Evaluation and Reflection</b>	<b>Understanding</b>
<b>A</b>	<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>B</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>
<b>C</b>	<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>
<b>D</b>	<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>
<b>E</b>	<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>