

Task 5: Overcoming Adversity Movie Analysis

Due Date: Monday 16th September 2024- 3:00pm

Task Distributed: Week beginning 2/9/24

Unit: Overcoming Adversity

Task Type: Analysis Task

Task Weighting: 25%

Outcomes: PD4-2, PD4-7, PD4-9

Task Description

- Students have developed an understanding of diversity and discrimination and the strategies that help overcome adversities. Students are required to apply the information already presented and learnt in PDHPE lessons to demonstrate their level of knowledge and understanding through application.
- Students are to watch “The Blind Side” (PG). Choose one character from this movie who has overcome considerable obstacles and adversity in life.
- Students are to complete the following THREE sections, using the scaffold provided on google classroom.

PART 1

Write a one-page letter from the character being studied to another significant person in the movie about what they have experienced (the adversity/adversities) and how it has changed them personally since they last met. You are to write this as if you are taking on the role of the character you have studied **(10 marks)**

PART 2

Using the scaffold provided, explore **THREE** hardships that the character has had to endure. For each hardship explain strategies they used to overcome these situations and provide opinions of whether it was a positive or negative way of dealing with the situation **(9 marks)**

PART 3

Movie Review: In 60 – 100 words review the movie you watched and give it a personal rating out of 10. In your review describe why you think this movie was used in the PDHPE Unit ‘Overcoming Adversity’ **(6 marks)**

Details of Submission

Students are required to submit their scaffold on google classroom by **Monday 16th September 2024 at 3:00pm.**

How does this link to my learning?

This task addresses students' theoretical application of the Personal Development, Health and Physical Education Course. It involves students developing the understanding of various adversities people face and how it affects wellbeing. This task is important regarding assessment students will be able to identify adversities individuals using a movie as a stimulus. Students will have an understanding of how to overcome adversities, which may assist their decisions in later life.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group.

MARKING CRITERIA

PART 1 – PD4.2

Level	Criteria	Marks
Extensive	The letter demonstrated extensive knowledge and understanding of adversities the chosen character has gone through since their last meeting and provides the ramifications of these changes. Provides specific examples from the movie. The letter displays an in-depth analysis of the impact of change on the character.	9-10
Thorough	The letter demonstrated broad knowledge and understanding of adversities that the chosen character has gone through since their last meeting and provides some ramifications of these changes. Some examples are provided. The letter displays the impact of change on the character.	7-8
Sound	Letter demonstrates sound knowledge and describes the changes the person has gone through since their last meeting. Minimal examples provided	5-6
Basic	Letter demonstrates and lists TWO or LESS changes the person has gone through since their last meeting.	3-4
Elementary	Letter lists the changes the person has gone through since their last meeting.	1-2

PART 2 – PD4.7

Level	Criteria	Marks
Extensive	Explains THREE hardships encountered by the person and details the strategies used in each case. A judgement is given as to the success of each strategy with supportive evidence. Presents a detailed opinion of whether the strategy is positive or negative.	9
Thorough	Discusses THREE hardships encountered by the person and details the strategies used in each case. A judgement is given as to the success of most strategies. Presents an opinion of whether the strategy is positive or negative.	7-8
Sound	Describes THREE hardships encountered by the person and lists the strategies used in each case. The success of some strategies is referred to. Presents a statement referring to whether the strategy is positive or negative.	5-6
Basic	Outlines TWO or LESS hardships encountered by the person and lists some strategies used throughout the movie. Little or no evaluation of the strategies used is made.	3-4
Elementary	Lists a hardship encountered by the person. No evaluation of the strategies used.	1-2

PART 3 – PD4.9

Level	Criteria	Marks
Extensive	Succinctly describes the strengths and/ or weaknesses of the movie for the review in relation to the unit – Overcoming Adversity. Provides a rating.	6
Thorough	Clearly describes the strengths and/ or weaknesses of the movie for the review in relation to the unit – Overcoming Adversity. Provides a rating.	5
Sound	Describes the movie for the review. Provides a rating.	3-4
Basic	Outlines the features of the movie for the review. Provides a rating.	2
Elementary	Presents a rating (1-10).	1

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
	0	0.25	0.5	0.75	1
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
	0	0.25	0.5	0.75	1
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
	0	0.25	0.5	0.75	1
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
	0	0.25	0.5	0.75	1
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.
	0	0.25	0.5	0.75	1

	Level of response is well below syllabus expectation	Level of response is below syllabus expectation	Level of response is equivalent to syllabus expectation	Level of response is above syllabus expectation	Level of response is well above syllabus expectation
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Overall Marks- Overcoming Adversity

Overall Level	PD4.2	PD4.7	PD4.9	Literacy	TOTAL	Weighted Mark /25
Extensive	9-10	9	6	5	27-30	
Thorough	7-8	7-8	5	4	20-26	
Sound	5-6	5-6	3-4	3	13-19	
Basic	3-4	3-4	2	2	6-12	
Elementary	1-2	1-2	1	0-1	1-6	