



Year 9, PDHPE

Task 2: Cultural Games- Practical

Due Date: PART 1- Ongoing; PART 2- Due Monday 2nd June;
PART 3- Week 6/7 practical lessons

Task Distributed: Week beginning 5/5/25

Unit: Cultural Games

Task Type: Practical Task

Task Weighting: 15%

Outcomes: PD5-4; PD5-5; PD5-6, PD5-11

Task Description

PART 1: Skill Proficiency and Participation (15 marks)

Students are required to participate in a series of lead up lessons to the assessment task where they will be involved in a number of cultural games. Students will be given a mark for their participation and level of skill shown throughout these practical lessons.

PART 2: Research a Cultural Game- Scaffold (5 marks)

In groups of 3-4, students will research a cultural game. (No mainstream games i.e Soccer, Touch football, Netball) Using the scaffold provided on google classroom, students will answer a series of questions relating to the origins, components, rules, equipment, strategies and safety considerations involved in the game. Each group member is expected to contribute equally to the completion of the scaffold.

The game should be able to run for approximately 10 minutes and must cater for all students in the class to be involved. **ONE person in each group is to submit the scaffold which has been shared with each member of their group on google classroom by 11:59 pm on Monday 2nd June 2025. Note all group members names need to be on the submitted scaffold**

PART 3: Teach the class the game (5 marks)

Each group member is required to have a role in teaching the game to the rest of the class during a practical lesson in Week 6 or 7. Roles can include:

- Describing the game
- Describing attacking and defensive play
- Umpiring/refereeing
- Providing feedback to peers

Feedback should be provided to all students throughout the game to assist in improving their performance

Details of Submission

- ONE student from each group will submit their Cultural Game Scaffold (PART 2) on google classroom by 11:59 pm on Monday 2nd June 2025 with the names of their group members on the scaffold.
- Students will be assessed for PART 3 on the period they have been allocated during Weeks 6 or 7.

How does this link to my learning?

- Students will apply their knowledge gained from skill development and involvement in cultural games.
- Students will achieve a greater understanding of specific skills and games from different cultures
- This task assesses the following report outcomes: RO2 & RO4

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- Outcome RO2

Level	Criteria	Marks
Extensive	<ul style="list-style-type: none"> • Extensive levels of participation and skill shown throughout the Cultural Games unit. • Always positive and encourages teammates. • Creatively utilises effective tactics and strategies during the game to improve performance 	13-15
Thorough	<ul style="list-style-type: none"> • High levels of participation and skill shown throughout the Cultural Games unit • Always positive and encourages teammates. • utilises effective tactics and strategies during the game to improve performance 	10-12
Sound	<ul style="list-style-type: none"> • Sound levels of participation and skill shown throughout the Cultural Games unit • Soundly communicates or provides positive support and encouragement for teammates. • Sound knowledge and application of tactics, strategies and rules 	7-9
Basic	<ul style="list-style-type: none"> • Minimal participation and basic skill shown throughout the Cultural Games unit • Soundly communicates or provides positive support and encouragement for teammates. • Basic knowledge and application of tactics, strategies and rules 	4-6
Elementary	<ul style="list-style-type: none"> • Little or no participation in the Cultural Games unit 	1-3

PART 2- Outcome RO4

Level	Criteria	Marks
Extensive	<ul style="list-style-type: none"> • Researched an appropriate cultural game that allows for fair play, safety and inclusive participation of all class members. The game also contains specific skills and tactics to develop for successful participation. • Scaffold is detailed and shows extensive planning and knowledge of the significance of their cultural games 	5
Thorough	<ul style="list-style-type: none"> • Researched an appropriate cultural game that allows for fair play, safety and inclusive participation of all class members. The game also contains specific skills and tactics to develop for successful participation. • Scaffold is detailed and shows detailed planning and knowledge of the significance of their cultural games 	4
Sound	<ul style="list-style-type: none"> • Researched an appropriate cultural game that allows for fair play, safety and inclusive participation of all class members • Scaffold is detailed and shows some planning and knowledge of the significance of their cultural games 	3
Basic	<ul style="list-style-type: none"> • Researched a cultural game which at times allows for some fair play and safety 	2

	<ul style="list-style-type: none"> • Game scaffold is basic and shows limited evidence of planning and knowledge 	
Elementary	<ul style="list-style-type: none"> • Researched a cultural game which shows limited evidence of planning or ability to work with others • Game scaffold is incomplete and shows no evidence of planning 	1

PART 3 – Outcome RO4

Level	Criteria	Marks
Extensive	<ul style="list-style-type: none"> • Game runs for the specified time. Group members organise players into their teams quickly and efficiently to play their game. • Specific skills and tactics were evident and understood in the game being delivered. • Shows exemplar interpersonal skills and the ability to work collaboratively with others when undertaking a range of roles in physical activities. 	5
Thorough	<ul style="list-style-type: none"> • Game runs for the specified time. Group members organise players into their teams quickly and efficiently to play their game. • Specific skills and tactics were evident and understood in the game being delivered. • Shows thorough interpersonal skills and the ability to work collaboratively with others when undertaking a range of roles in physical activities. 	4
Sound	<ul style="list-style-type: none"> • Game runs somewhat on time. Group members demonstrate a sound understanding of the game. • Shows sound interpersonal skills and a sound ability to work with others when undertaking a range of roles in physical activities. 	3
Basic	<ul style="list-style-type: none"> • Demonstrates a basic understanding of the game. • Shows basic interpersonal skills and a basic ability to work with others when undertaking a range of roles in physical activities. 	2
Elementary	<ul style="list-style-type: none"> • Designed a modified game which shows limited evidence of planning or ability to work with others. 	1

Level	R02	R04	Total Mark	%	Weighted Mark /25
Extensive	13-15	9-10	21-25		
Thorough	10-12	7-8	16-20		
Sound	7-9	5-6	11-15		
Basic	4-6	3-4	6-10		
Elementary	1-3	1-2	1-5		
Mark Achieved					
Level Achieved					

Feedback:
