

## EDUC3514: Primary Kinetics 1

Callaghan

Summer 2 - 2024



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

<b>Course Description</b>	This elective course examines the programming of Team Sports in the Primary K-6 curriculum. Effective coaching strategies will be examined to enhance student performance.
<b>Academic Progress Requirements</b>	<p>This course is a compulsory program requirement and is monitored for academic progress purposes. The course must be completed to progress in the program or meet other program requirements.</p> <p>Failure or withdrawal from this course will result in students being considered under the Student Academic Progress Procedure.</p>
<b>Requisites</b>	<p>Students cannot enrol in this course if they have previously successfully completed EDUC2514.</p> <p>Enrolment in this course is dependent on meeting the teacher education admission milestone of successful completion of</p> <ul style="list-style-type: none"><li>- Three HSC band 5s (including one in English) or</li><li>- 80 units of UoN courses or</li><li>- Regulatory authority approved comparable pathways or</li><li>- Commencement in the program pre 2016.</li></ul> <p>Teacher Education Milestone</p>
<b>Contact Hours</b>	<p><b>Callaghan</b> <b>Field Study *</b> Face to Face Off Campus 8 hour(s) per term starting Week 1</p> <p><b>Lecture</b> Face to Face On Campus 12 hour(s) per term starting Week 1</p> <p><b>Practical *</b> Face to Face On Campus 16 hour(s) per term starting Week 1</p> <p>* This contact type has a compulsory requirement.</p>
<b>Unit Weighting</b>	10
<b>Workload</b>	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

# COURSE OUTLINE

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# CONTACTS

**Course Coordinator**     **Callaghan**  
A/Prof Narelle Eather  
Narelle.Eather@newcastle.edu.au  
(02) 4921 6232  
Consultation: via Canvas and email

**Teaching Staff**             Other teaching staff will be advised on the course Canvas site.

**School Office**                **School of Education**  
V Building  
Callaghan  
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# SYLLABUS

**Course Content**             Major activities may comprise:

- skills, tactics and safety techniques related to a range of approved sports programmed in NSW primary schools.

**Course Learning Outcomes**     **On successful completion of this course, students will be able to:**

1. Demonstrate skill competency relating to the teaching / coaching of a range of team sports;
2. Understand the safety issues affecting primary-aged participation in specific sports;
3. Apply effective teaching / coaching principles to correct and extend sports performances;
4. Demonstrate familiarisation with rules and tactics related to various sports;
5. Demonstrate understanding of factors relating to motivation, engagement, learning and success in sport.

**Course Materials**            **Lecture Materials:**

- Lecture materials will be made available on Canvas

**Other Resources:**

- Tutorial materials will be made available on Canvas

**Required Reading:**  
Jones, B., et al. (2023). "Evaluating the impact of a coach development intervention for improving coaching practices and player outcomes in football: the MASTER Coaching randomised control trial." Physical Education and Sport Pedagogy: 1-18.

- Eather, N., Miller, A., Jones, B., & Morgan, P. J. (2020). Evaluating the impact of a coach development intervention for improving coaching practices and player outcomes in netball: The MASTER coaching randomized control trial. *International journal of Sports Science & Coaching*, 174795412097696. <https://doi.org/10.1177/1747954120976966>

Armstrong, N., et al. (2011). "Aerobic fitness and its relationship to sport, exercise training and habitual physical activity during youth." *Br J Sports Med*45(11): 849-858.

Valentini, N. C., et al. (1999). "Title Incorporating a mastery climate into physical education: it's developmentally appropriate!" *Journal of Physical Education, Recreation and Dance*70(7): 28-32.

- Miller, A., et al. (2016). "Exposing athletes to playing form activity: outcomes of a randomised control trial among community netball teams using a game-centred approach." *Journal of Sports Sciences*: 1-12.
- Johnson, J. E. (2014). "What is the state of play?" *International Journal of Play*3(1): 4-5.
- Eather, N., Jones, B., Miller, A., & Morgan, P. J. (2019). Evaluating the impact of a coach development intervention for improving coaching practices in junior football (soccer): The "MASTER" pilot study. *Journal of Sports Sciences*, 1-13. doi:10.1080/02640414.2019.1621002
- Eather, N., Bull, A., Young, M. D., Barnes, A. T., Pollock, E. R., & Morgan, P. J. (2018). Fundamental movement skills: Where do girls fall short? A novel investigation of object-control skill execution in primary-school aged girls. *Preventive Medicine Reports*, 11, 191-195. doi:https://doi.org/10.1016/j.pmedr.2018.06.005
- Strandbu, Å., Bakken, A., & Sletten, M. A. (2019). Exploring the minority–majority gap in sport participation: different patterns for boys and girls? *Sport in Society*, 22(4), 606-624. doi:10.1080/17430437.2017.1389056
- Sportaus. (2018). Sportaus Annual Report 2017-2018. Retrieved from Canberra, Australia: [https://www.sportaus.gov.au/annual\\_report/attachments/35091\\_Sport\\_Australia\\_Annual\\_Report\\_20172018\\_WEB.pdf](https://www.sportaus.gov.au/annual_report/attachments/35091_Sport_Australia_Annual_Report_20172018_WEB.pdf)
- Somerset, S., & Hoare, D. J. (2018). Barriers to voluntary participation in sport for children: a systematic review. *BMC Pediatr*, 18(1), 47-47. doi:10.1186/s12887-018-1014-1
- Witt, P. A., & Dangi, T. B. (2018). Why Children/Youth Drop Out of Sports. *Journal of Park and Recreation Administration*; Vol 36, No 3 (2018): Special Issue–Latin American Park and Protected Area Management. doi:10.18666/JPra-2018-V36-I3-8618
- Witt, P. A., & Dangi, T. B. (2018). Helping Parents be Better Youth Sport Coaches and Spectators. *Journal of Park and Recreation Administration*, 36(3), 200-208. doi:10.18666/Jpra-2018-V36-I3-8619
- Kinnerk, P., Harvey, S., MacDonncha, C., & Lyons, M. (2018). A review of the game-based approaches to coaching literature in competitive team sport settings. *Quest*, 1-18. doi:10.1080/00336297.2018.1439390
- Kliethermes, S. A., Nagle, K., Côté, J., Malina, R. M., Faigenbaum, A., Watson, A., . . . Jayanthi, N. (2019). Impact of youth sports specialisation on career and task-specific athletic performance: a systematic review following the American Medical Society for Sports Medicine (AMSSM) Collaborative Research Network's 2019 Youth Early Sport Specialisation Summit. *British Journal of Sports Medicine*, bjsports-2019-101365. doi:10.1136/bjsports-2019-101365
- Lubans, D. R., et al. (2017). "Framework for the design and delivery of organized physical activity sessions for children and adolescents: rationale and description of the 'SAAFE' teaching principles." *Int J Behav Nutr Phys Act*14(1): 24.
- Miller, A., et al. (2015). "The PLUNGE randomized controlled trial: Evaluation of a game-based physical activity professional learning program in primary school physical education." *Preventive Medicine*74(0): 1-8.

Miller, A., et al. (2016). Can continuing professional development utilizing a game-centred approach improve the quality of physical education teaching delivered by generalist primary school teachers? *European Physical Education Review*: 1-12.

Atencio, M., Yi, C. J., Clara, T. W. K., & Miriam, L. C. Y. (2014). Using a complex and nonlinear pedagogical approach to design practical primary physical education lessons. *European Physical Education Review*, 20(2), 244-263. [doi:10.1177/1356336x14524853](https://doi.org/10.1177/1356336x14524853)

Bloemers, F., et al. (2012). "Physical inactivity is a risk factor for physical activity-related injuries in children." *British Journal of Sports Medicine*46(9): 669.

Lubans, D. R., et al. (2010). "Fundamental movement skills in children and adolescents: review of associated health benefits." *Sports Med*40(12): 1019-1035.

Barnett, L. M., et al. (2008). "Does childhood motor skill proficiency predict adolescent fitness?" *Medicine and Science in Sports and Exercise*40(12): 2137-2144.

## SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	15 Jan	Touch/Basketball/Soccer	Theory and Practical	
2	22 Jan	Touch/Basketball/Soccer	Theory and Practical	
3	29 Jan	School Visits (See Canvas)		
4	5 Feb	School Visits (See Canvas)		
<b>Examination Period</b>				

## ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Peer Presentation	Draft lesson plans will be submitted prior to each in-school teaching session (to the tutor) The final handout and rationale will be submitted by Friday 10am exactly one week after the final school visit.	Combination	60%	1, 2, 3, 4, 5
2	Exam	Friday exactly one week after the final school visit (time and venue TBC) Final Date and Times will be posted on Canvas.	Individual	40%	2, 3, 4, 5

### Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

### Assessment 1 - Peer Presentation

#### Assessment Type Purpose

Practical Demonstration

The purpose of this assignment is for students to demonstrate the ability to work collaboratively with a partner / small group to develop, deliver, justify and evaluate a 4-week sequential sports unit for a specific sport (designed for primary school students). The students will use initiative and judgement in professional practice.

<b>Description</b>	<p>Students will apply their knowledge and understanding of: i) sport specific skills and strategies, ii) a range of suitable teaching strategies in sports sessions, and iii) current literature to justify and evaluate developed sport sessions. These skills are demonstrated through the planning, delivery and evaluation of effective sport sessions in a Primary school setting.</p> <p>Students use technical skills to design and research their allocated topic. This demonstrates teamwork and information literacy. Students will demonstrate responsibility and accountability for their own learning and professional practice in collaboration with others and for their conduct during the in-school teaching experience.</p> <p>a) Mark out of 20 for session planning document (GROUP MARKED) As a pair, you will be required to prepare 4 sequential session plans for delivery in a primary school setting.</p> <p>b) Mark out of 25 for teaching presentation (INDIVIDUALLY MARKED) This component is marked individually whilst you and your partner are undertaking the teaching of your planned sessions in a primary school setting.</p> <p>c) Mark out of 15 for the teaching rationale (GROUP MARKED) As a pair, prepare a justification of your specific activities and an evaluation of your group's session planning and delivery (1000 words).</p>
<b>Weighting</b>	60%
<b>Length</b>	4 page handout, 1 page double-sided per teaching session
<b>Due Date</b>	Draft lesson plans will be submitted prior to each in-school teaching session (to the tutor) The final handout and rationale will be submitted by Friday 10am exactly one week after the final school visit.
<b>Submission Method</b>	Assignment Boxes All final session handouts and rationales must be word processed (including diagrams / illustrations). The handout and rationale will be submitted online in CANVAS by Friday 10am exactly one week after the final school visit. (10% value will be deducted for each day late for all assessment items).
<b>Assessment Criteria</b>	A marking criteria will be provided on Canvas.
<b>Return Method</b>	Students are assessed on their ability to work with a partner (Part A =20 marks and Part C=15marks) in researching & developing, justifying and evaluating their four skill sessions based on suitable literature.
<b>Feedback Provided</b>	Students will also be assessed on their individual ability (PART B = 25 marks) to conduct well-structured, safe and engaging sessions targeting primary school sport that implements a range of teaching strategies and communication skills. Returned Work - . Feedback will be provided within 3 weeks of submission. Written feedback will be provided on the returned work

## Assessment 2 – Exam

<b>Assessment Type</b>	In Term Test
<b>Purpose</b>	The purpose of this written assessment is to assess students' application of a body of knowledge, skills and understanding of course content and to apply this to teaching primary school physical education and sport.
<b>Description</b>	Students critically analyse and respond to range of scenarios / statements in an extended response format, using academic knowledge, understanding and skills. They will review, analyse and consolidate knowledge and provide solutions to complex problems, adapting their knowledge and skills to diverse contexts.
<b>Weighting</b>	40%
<b>Length</b>	60minutes
<b>Due Date</b>	Friday exactly one week after the final school visit (time and venue TBC) Final Date and Times will be posted on Canvas.
<b>Submission Method</b>	In Class

<b>Assessment Criteria</b>	This knowledge will be examined via an in-class extended response task focused on a range of important issues related to physical activity, physical education, and sport in primary schools covered in lectures. You will be required to select three questions from a list and submit detailed responses to each one.
<b>Return Method</b>	Students are assessed on their ability to analyse and respond to range of scenarios / statements in an extended response format regarding the teaching of physical education and sport in schools.
<b>Feedback Provided</b>	Online No Feedback - .

## ADDITIONAL INFORMATION

### Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

### Attendance

Attendance/participation will be recorded in the following components:

- Field Study (Method of recording: Lectures / tutorials (manual record of attendance will be used each session = 80% minimum attendance over the 4 days))

Manual roll will be taken each week (4 visits = 100% attendance)

### Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.
- Face to Face: Communication will be provided via face to face meetings or supervision.

### Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

### Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

**Academic Misconduct** All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

**Adverse Circumstances** The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:  
<https://policies.newcastle.edu.au/document/view-current.php?id=236>

**Important Policy Information** The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/respect-at-uni/policies-and-procedures> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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# **EDUC3514 2024 Assessment Outline**

## **1) Peer Presentation (60%)**

Teaching in pairs, you will be required to present a four (4) week sequence (4 x 30-60min TBC) relating to one of the course sports to a group (10-20) of primary students at a local school. You and your partner will be allocated a sport and will be required to prepare four (4) structured sessions (approx. 30-60 minutes TBC by the school). You are advised to clarify the nature of your proposed teaching content with your tutor. The peer presentation mark will be based on (see marking criteria on Canvas for detailed outline):

### **(a) Mark out of 20 for session planning document (GROUP MARKED)**

Students will be required to prepare 4 x sequential session plans using the template provided on Canvas that must cover at least the following information for each session (Drafts handed in each week prior to school visit):

- Detail of all small-sided games and activities used (text / diagrams)
- Modifications /adaptations/ extensions to activities
- Equipment required.
- Application of the MASTER Principles
- Teaching / coaching points and cues
- Detailed outline of a skill assessment for the allocated skill (including checklist / marking scale)

NB. Max. length 4 pages (plus any appendices)

### **(b) Mark out of 25 for teaching presentation (INDIVIDUALLY MARKED)**

These marks will be based on the structure of the session, transitional effectiveness, appropriateness of small-sided games and activities, quality of teaching, organisation and use of time, feedback and questioning and skill demonstration. Note that the assessment includes an individual mark for quality of teaching (i.e., delivery, knowledge, enthusiasm, voice projection, clarity, skill demonstration).

### **(c) Mark out of 15 for the teaching presentation rationale (GROUP MARKED)**

As a pair, prepare a justification of your specific activities and an evaluation of your groups' session planning and delivery (1000 words).

#### **NOTE:**

- All session handouts and rationales must be word processed (including diagrams / illustrations).
- The final handout and rationale will be submitted to your tutor by Friday 10am exactly one week after the final school visit. (10% value will be deducted for each day late for all assessment items).

\*\*\* You will receive the same mark as your partner or group for the session handouts and rationale submission.

## **2) Written task (40%)**

The lecture content for EDUC 3514 will cover a range of important issues related to physical activity, physical education, and sport in primary schools.

You will be required to select three questions and submit detailed responses Friday (8am Time TBC) exactly one week after the final school visit (60 minutes writing time).



EDUC3514: Peer Teach	MARKING CRITERIA	STUDENT NAMES:		
<b>How well have you demonstrated that you have met the outcomes assessed in this assignment? Your assignment includes:</b>				
<input type="checkbox"/> All activities throughout your program are developmentally appropriate and are appropriate for achieving the lesson outcomes (e.g., high in outcome specific active learning time).	<input type="checkbox"/> Most activities throughout your program are developmentally appropriate and are appropriate for achieving the lesson outcomes (e.g., high in outcome specific active learning time).	<input type="checkbox"/> Some activities throughout your program are developmentally appropriate and are appropriate for achieving the lesson outcomes (e.g., high in outcome specific active learning time).	<input type="checkbox"/> The majority or none of activities chosen are not developmentally appropriate or appropriate for achieving the lesson outcomes.	<b>Activities</b>
<b>5</b>	<b>4</b>	<b>2.5-3.0</b>	<b>0-2.0</b>	<b>/5</b>
<input type="checkbox"/> All activities are delivered in an appropriate order for achieving appropriate content continuity and the lesson outcomes.	<input type="checkbox"/> Most activities are delivered in an appropriate order for achieving appropriate content continuity and the lesson outcomes.	<input type="checkbox"/> Some activities are delivered in an appropriate order for achieving appropriate content continuity and the lesson outcomes.	<input type="checkbox"/> The majority or none of the activities are in an appropriate order for achieving content continuity and the lesson outcomes.	
<input type="checkbox"/> All transitions between activities occur quickly, with effective control of student movement and equipment during these times.	<input type="checkbox"/> Some transition between activities occurs slowly, however there is still effective control of student movement and equipment during these times.	<input type="checkbox"/> Many transitions between activities occurs slowly, <b>OR</b> there is a lack of effective control of student movement or equipment during transitions.	<input type="checkbox"/> Many transitions between activities occurs slowly, <b>AND</b> there is a lack of effective control of student movement or equipment during transitions (and could create an unsafe environment in a school setting)	<b>Organisation</b>
<input type="checkbox"/> Your instructional process (student movement, equipment, rules, and demonstrations) allows instructional time to be kept to a minimum for all activities, enabling high levels of on-task time.	<input type="checkbox"/> Your instructional process (student movement, equipment, rules, and demonstrations) extends instructional time for a few of your activities reducing levels of on-task time.	<input type="checkbox"/> Your instructional process (student movement, equipment, rules, and demonstrations) extends instructional time for several of your activities reducing levels of on-task time.	<input type="checkbox"/> Your instructional process (student movement, equipment, rules, and demonstrations) extends instructional time for most or all your activities reducing levels of on-task time significantly.	
<b>5</b>	<b>4</b>	<b>2.5-3.0</b>	<b>0-2</b>	<b>/ 5</b>
<input type="checkbox"/> Demonstration, feedback, and other in-activity strategies for achievement of outcomes for the group <b>and</b> for individual students are used appropriately during each activity taught during the lessons.	<input type="checkbox"/> Demonstration, feedback, and other in-activity strategies for achievement of outcomes for the group <b>or</b> for individual students are not or inappropriately performed during a few activities taught during the lessons.	<input type="checkbox"/> Demonstration, feedback, and other in-activity strategies for achievement of outcomes for the group <b>or</b> for individual students are not or inappropriately performed during several activities taught during the lessons.	<input type="checkbox"/> Demonstration, feedback, and other in-activity strategies for achievement of outcomes for the group <b>AND</b> for individual students are not or inappropriately performed during many (or all) activities taught during the lessons.	<b>Teaching</b>
<input type="checkbox"/> Your group takes all opportunities (planned or naturally occurring) to promote learning within the lessons.	<input type="checkbox"/> Your group misses a few opportunities (planned or naturally occurring) to promote learning within the lessons.	<input type="checkbox"/> Your group misses several opportunities (planned or naturally occurring) to promote learning within the lessons.	<input type="checkbox"/> Your group misses most or all opportunities (planned or naturally occurring) to promote learning within the lessons. Your group organises activities but does not necessarily promote learning through these activities.	
<b>9-10</b>	<b>7-8</b>	<b>5-6</b>	<b>0-4.5</b>	<b>/ 15</b>
<input type="checkbox"/> All members of your group are involved equally in the delivery and running of the class.	<input type="checkbox"/> Group involvement is uneven. One or more students to receive lower marks for organisation and teaching sections of assessment:	Name/s:	Organisation mark:  Delivery Mark:	<b>Delivery</b>
<b>PEER TEACH TOTAL MARK</b>			<b>/ 25</b>	

<input type="checkbox"/> Session outline is word processed (including diagrams and pictures), is within the 4-page limit. It includes all of the relevant details for running the class (activity descriptions, diagrams, equipment, organisation, modifications / adaptations / extensions to skills and associated outcomes and indicators) <b>and</b> is in a clear, coherent structure that can be easily followed by someone who may have limited experience with the activities detailed.	<input type="checkbox"/> Session outline is word processed (not including diagrams and pictures), is within the 4-page limit. A few of the relevant details for running the sessions are not included (activity descriptions, diagrams, equipment, organisation, modifications / adaptations / extensions to skills and associated outcomes and indicators) <b>and</b> is in a clear, coherent structure that can be easily followed by someone who may have limited experience with the activities detailed.	<input type="checkbox"/> Session outline is word processed (but not the diagrams and pictures), is NOT within the 4-page limit. Several of the relevant details for running the sessions are not included (activity descriptions, diagrams, equipment, organisation, modifications / adaptations / extensions to skills and associated outcomes and indicators) <b>or</b> is not in a clear, coherent structure that can be easily followed by someone who may have limited experience with the activities detailed.	<input type="checkbox"/> Session outline is NOT word processed (including all diagrams and pictures) most of the relevant details for running the sessions are not included (activity descriptions, diagrams, equipment, organisation, modifications / adaptations / extensions to skills and associated outcomes and indicators) <b>or</b> is in a structure that may confuse someone who may have limited experience with the activities detailed.	<b>Planning</b>
<b>9-10</b>	<b>7-8</b>	<b>5-6</b>	<b>0-4</b>	<b>/ 10</b>
<input type="checkbox"/> A clear description of a suitable skill assessment activity for stage 3 learners. The activity is organised in a manner to maintain active learning time and provide multiple opportunity for students to display achievement of skill performance outcomes.	<input type="checkbox"/> A clear description of a suitable skill assessment activity for stage 3 learners. The activity is organised in a manner that <b>may not</b> maintain active learning time and provide multiple opportunity for students to display achievement of skill performance outcomes.	<input type="checkbox"/> A clear description of a suitable skill assessment activity for stage 3 learners is not presented, <b>OR</b> the activity is organised in a manner that <b>significantly impacts</b> active learning time and provide limited opportunity for students to display achievement of skill performance outcomes.	<input type="checkbox"/> A clear description of a suitable skill assessment activity for stage 3 learners is not presented, <b>AND</b> the activity is organised in a manner that <b>significantly impacts</b> active learning time and provide limited opportunity for students to display achievement of skill performance outcomes.	<b>Skill assessment</b>
<input type="checkbox"/> The checklist / marking scale allows for assessment of all major segments of skill performance, is very easy to use and provides <b>all</b> suitable detail to the assessor.	<input type="checkbox"/> The checklist / marking scale allows for assessment of <b>most</b> major segments of skill performance, is easy to use and provides <b>most</b> of the relevant detail to the assessor.	<input type="checkbox"/> The checklist / marking scale allows for assessment of <b>some</b> major segments of skill performance, is easy to use and provides <b>some</b> suitable detail to the assessor.	<input type="checkbox"/> The checklist / marking scale <b>does not</b> allow for assessment of major segments of skill performance, is not easy to use and fails to provide suitable detail to the assessor.	
<b>9-10</b>	<b>7-8</b>	<b>5-6</b>	<b>0-4</b>	<b>/ 10</b>
<input type="checkbox"/> The written <b>rationale</b> makes clear and substantiated links between 1) what you planned and 2) how you taught, in relation to the achievement of student physical learning. The rationale is appropriately referenced and uses more than 2 academic references and the k-6 syllabus. It is within the 1000-word limit.	<input type="checkbox"/> The written <b>rationale</b> makes clear and substantiated links between 1) what you planned and 2) how you taught, in relation to the achievement of student physical learning, with a few exceptions. The rationale is appropriately referenced and uses more than 2 academic references and the k-6 syllabus. It is within the 1000-word limit.	<input type="checkbox"/> The written <b>rationale</b> makes links between 1) what you planned and 2) how you taught, in relation to the achievement of student physical learning, with a few exceptions. The rationale is inappropriately referenced and / or uses 2 or less academic references and the k-6 syllabus. It is outside the 1000-word limit.	<input type="checkbox"/> The written rationale makes no clear and substantiated links between 1) what you planned and 2) how you taught, in relation to the achievement of student physical learning. The rationale is inappropriately referenced and / or uses 2 or less academic references and the k-6 syllabus. It is outside the 1000-word limit.	<b>Curriculum rationale</b>
<b>9-10</b>	<b>7-8</b>	<b>5-6</b>	<b>0-4</b>	<b>/ 10</b>
<input type="checkbox"/> The evaluation of your groups' delivery effectively utilises a full range of available feedback (peer, self, and staff) and student learning to establish appropriate recommendations for improvement in planning and teaching performance.	<input type="checkbox"/> The evaluation of your groups' delivery utilises feedback (peer, self, and staff) and student learning to establish mostly appropriate recommendations for improvement in planning and teaching performance.	<input type="checkbox"/> The evaluation of your groups' delivery only utilises some of the available feedback (peer, self, and staff) and student learning and/or provides recommendations of limited appropriateness for improvement in planning and teaching performance.	<input type="checkbox"/> The evaluation of your groups' delivery does not utilize the available feedback (peer, self, and staff) and student learning and/or does not provide recommendations for improvement in planning and teaching performance.	<b>Pedagogy evaluation</b>
<b>5</b>	<b>4</b>	<b>2.5-3.0</b>	<b>0-2</b>	<b>/ 5</b>
<b>PEER TEACH AND OUTLINE/RATIONALE TOTAL MARK</b>				<b>/ 35</b>

## 2- Written task (40%)

Current issues and practices in primary school sport and physical education

The lecture content for EDUC 3514 will cover a range of important issues related to physical activity, physical education, and sport in primary schools. You will be required to select three questions and submit detailed responses during 60 minutes of writing time.

		<b>Fail</b>	<b>Pass</b>	<b>Credit</b>	<b>Distinction</b>	<b>High Distinction</b>
Elaboration of question or issue	30	<ul style="list-style-type: none"> <li>Lacks thesis, statement or organising idea</li> </ul>	<ul style="list-style-type: none"> <li>Vague thesis</li> </ul>	<ul style="list-style-type: none"> <li>Clearly stated thesis</li> </ul>	<ul style="list-style-type: none"> <li>Effectively presented thesis</li> </ul>	<ul style="list-style-type: none"> <li>Effectively presented and elaborated thesis</li> </ul>
Knowledge of content area and development of ideas	50	<ul style="list-style-type: none"> <li>Poor writing style</li> <li>Little or no specific details given</li> <li>Off topic</li> <li>Factual errors presented</li> <li>No references or inappropriate examples used</li> </ul>	<ul style="list-style-type: none"> <li>Awkward writing style</li> <li>General points made</li> <li>Factual errors presented</li> <li>Points stray from thesis</li> <li>Ineffective use of quotes or data</li> <li>Ineffective supporting material provided</li> </ul>	<ul style="list-style-type: none"> <li>Adequately written essay</li> <li>Some points are elaborated</li> <li>Some factual errors or irrelevant information presented</li> <li>Multiple sources used but often ineffective</li> <li>Some original thought presented</li> </ul>	<ul style="list-style-type: none"> <li>Well-written points made</li> <li>Elaborated with clear and detailed information to support thesis</li> <li>Original ideas and thoughts presented</li> <li>Effective solutions supported by multiple appropriate examples</li> </ul>	<ul style="list-style-type: none"> <li>Well-written.</li> <li>Points fully elaborated</li> <li>Clear, accurate and detailed information addressed to support thesis</li> <li>Many original thoughts and ideas presented</li> <li>Effective solutions supported by excellent examples / references</li> <li>Draws from relevant and current literature</li> </ul>
Organisation: Introduction, Body, and Conclusion	10	<ul style="list-style-type: none"> <li>Little or no structure</li> <li>Aimlessly rambles from topic to topic</li> <li>Completely off topic</li> </ul>	<ul style="list-style-type: none"> <li>Confusing organisation</li> <li>Lacks proper paragraph construction, transitions, linkages.</li> <li>Lacks many topic sentences</li> <li>Lacks organising support</li> <li>Lacks relevant information</li> </ul>	<ul style="list-style-type: none"> <li>Awkward organisation</li> <li>Some statements out of place</li> <li>Very good introduction, body, and conclusion</li> <li>Limited topic sentences</li> </ul>	<ul style="list-style-type: none"> <li>Excellent organisation</li> <li>Effective organisation</li> <li>Logical paragraphs</li> <li>Excellent introduction, body, and conclusion</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding organisation</li> <li>Extremely logical paragraphs</li> <li>Outstanding introduction, body, and conclusion</li> </ul>
Writing structure and style	10	<ul style="list-style-type: none"> <li>More than 7 grammatical, spelling and/or referencing errors</li> </ul>	<ul style="list-style-type: none"> <li>3-6 grammatical, spelling and/or referencing errors</li> </ul>	<ul style="list-style-type: none"> <li>1-2 grammatical, spelling and/or referencing errors</li> </ul>	<ul style="list-style-type: none"> <li>No grammatical, spelling and/or referencing errors</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension enhanced by grammar, spelling and/or referencing</li> </ul>