

Sample Assessment Task 15 (Part B)

Name of Task: Diving			
Oral Text-type for the Assessment: <input type="checkbox"/> individual presentation <input checked="" type="checkbox"/> interaction			
Communication Functions:			
<input type="checkbox"/> describing <input type="checkbox"/> reporting <input type="checkbox"/> explaining <input checked="" type="checkbox"/> discussing <input type="checkbox"/> classifying <input type="checkbox"/> comparing <input checked="" type="checkbox"/> persuading <input checked="" type="checkbox"/> others: _____			
Audience--teacher plus:	Target audience:		
<input type="checkbox"/> a student partner <input checked="" type="checkbox"/> small groups <input type="checkbox"/> class <input type="checkbox"/> more than one class	<input checked="" type="checkbox"/> fellow students <input type="checkbox"/> students from other classes <input checked="" type="checkbox"/> teacher(s) <input type="checkbox"/> others: _____		
Role(s) of audience:			
<input checked="" type="checkbox"/> giving non-verbal responses only <input type="checkbox"/> questioning/commenting <input type="checkbox"/> interacting with no limitations			
Where on this continuum would you place the assessment task?			
<input checked="" type="checkbox"/> spontaneous, informal dialogue, e.g. small group interaction <input type="checkbox"/> interactive, planned yet dialogic, e.g. semi-formal group discussion <input type="checkbox"/> individual long turn of planned, spoken text, e.g. news reporting, story telling <input type="checkbox"/> individual long turn that is planned, formal and coherent, e.g. spoken report, a speech			
Choice/task of the elective(s) used for the assessment:			
<input type="checkbox"/> Drama <input type="checkbox"/> Poems and Songs <input type="checkbox"/> Short Stories <input type="checkbox"/> Popular Culture <input checked="" type="checkbox"/> Sports Communication <input type="checkbox"/> Social Issues <input type="checkbox"/> Debating <input type="checkbox"/> Workplace Communication			
Topic/text/materials/resources used for the assessment activities (e.g. websites, debate topics/social issues, books):			
<table style="width:100%; border:none;"> <tr> <td style="width:50%; vertical-align: top;"> 1. Extreme sports articles (see Appendix 18) (adapted from http://en.wikipedia.org/wiki/Extreme_sport) 2. Sports safety article (see Appendix 19) (adapted from http://brighamandwomens.staywellsolutionsonline.com/Library/Encyclopedia/85,P01073) 3. Alphabet worksheet (see Appendix 20) (adapted from a workshop on Sports Communication and adapted from Upstream Intermediate Express Publishing) 4. HK Amateur Swimming Association Limited (Appendix 21) (adapted from http://www.hkasa.org.hk/index.php?option=com_content&task=blogcategory&id=89&Itemid=197) </td> <td style="width:50%; vertical-align: top;"> 5. Diving platform article and worksheet (Appendix 22) (adapted from: http://en.wikipedia.org/wiki/Platform_diving) 6. article on Wikipedia about Thomas Robert Daley (adapted from: http://en.wikipedia.org/wiki/Tom_Daley_(diver)) 7. http://www.youtube.com/watch?v=VZAxh_I46cE 8. http://www.youtube.com/watch?v=WIOzk1h6_o8feature=related </td> </tr> </table>		1. Extreme sports articles (see Appendix 18) (adapted from http://en.wikipedia.org/wiki/Extreme_sport) 2. Sports safety article (see Appendix 19) (adapted from http://brighamandwomens.staywellsolutionsonline.com/Library/Encyclopedia/85,P01073) 3. Alphabet worksheet (see Appendix 20) (adapted from a workshop on Sports Communication and adapted from Upstream Intermediate Express Publishing) 4. HK Amateur Swimming Association Limited (Appendix 21) (adapted from http://www.hkasa.org.hk/index.php?option=com_content&task=blogcategory&id=89&Itemid=197)	5. Diving platform article and worksheet (Appendix 22) (adapted from: http://en.wikipedia.org/wiki/Platform_diving) 6. article on Wikipedia about Thomas Robert Daley (adapted from: http://en.wikipedia.org/wiki/Tom_Daley_(diver)) 7. http://www.youtube.com/watch?v=VZAxh_I46cE 8. http://www.youtube.com/watch?v=WIOzk1h6_o8feature=related
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Description of activities leading to assessment	<u>Knowledge Building:</u> <u>Sports in general:-</u> 1. Ask students to read about what extreme sports are (see Appendix 18).		

	<ol style="list-style-type: none"> 2. Ask students to read articles about sports safety (see Appendix 19). 3. Ask students to work together to complete a worksheet to find one sport beginning with each of the letters of the alphabet in Appendix 20. 4. Ask students to choose a kind of sport they would like to try and provide 5 reasons (e.g. “I would like to try... because...”). 5. In a groups of four, discuss which kind of extreme sport(s) they would like to try (e.g. “I am... and I like..., but I don’t like...”). 6. Start the conversation by saying: <ol style="list-style-type: none"> a. A: I’d love to try... because it is... b. B: Really? Why? c. C: Yes, I agree with you because... d. D: No, I’m afraid I don’t agree because... 7. After six minutes, ask students to report which kind of sports their group would like to try and why. <p>Diving:-</p> <ol style="list-style-type: none"> 1. Ask students to read the article from HK Amateur Swimming Association Limited about “<i>The introduction to diving</i>”(Appendix 21) 2. Ask students to read articles about the diving platform, watch a video clip about a very outstanding and young diver, Thomas Daley and complete the worksheet (Appendix 22) 3. Ask students to read articles about platform divers in Hong Kong. 4. Ask students to view videos of interviews with world famous divers. 5. Ask students to view videos of platform diving. <p>Reflection for Students:</p> <ol style="list-style-type: none"> 1. What personality and character traits do you think are necessary for Thomas Daley to have been so successful? 2. What other factors are there that helped shape his success? 3. How can young people overcome their fears by doing platform diving? 4. What are the possible side effects if a diver practices too much? 5. If you had a friend as talented as Thomas, would you recommend him to join the diving team?
<p>Assessment activity (Group interaction)</p>	<p>Form students into groups of four and prepare for the following discussion task: You are a group of executive members of the Sports Club and the club has been given funds to introduce a platform for diving members.</p> <p>Discuss:-</p> <ul style="list-style-type: none"> ♣ The skills and training needed for the sport ♣ The benefits of doing the sport ♣ The danger of doing the sport ♣ Other important things
<p>Post assessment activity</p>	<p>Teacher gives feedback on the overall performance of the group and gives advice on how to make improvements by making use of the assessment criteria</p>

Appendix 21

Pre-assessment Activities:

I. Reading

Introduction of Diving



香港業餘游泳總會有限公司 Hong Kong Amateur Swimming Association Limited

Introduction of Diving

Diving is one kind of admirable sporting events, which differentiate into springboard diving; platform diving and synchronized diving.

Springboard diving can perform on either 1M or 3M springboard. 10M platforms will be the case for Olympics, world championships and world cup championships. Female contestants have to complete 5 dives, and male contestants have to complete 6 dives in open event.

In the age group diving competition, the number of dives performance is decided by the diver's age. About the detailed competition format can refer to Hong Kong Age Group Diving Championships.

In diving contest, either 5 or 7 judges shall officiate in the individual events and 9 judges in the synchronized diving events. And 7 judges are applied in Olympics, world championships and world cup championships. With 10 being the perfect score for each dive, awards are given in half point increments according to the following scale:

Completely fail 0	Unsatisfactory 0.5 - 2
Deficient 2.5 - 4.5	Satisfactory 5 - 6
Good 6.5 - 8	Very Good 8.5 - 10

Judges will judge each dive by the standing position, approach, take off, and flight, entry into the water.

Competitions in Hong Kong

Date	Item Title
May 04, 2009 at 03:54 PM	<u>Hong Kong Age Group Diving Championships 2009 Order List</u>
Apr 29, 2009 at 04:41 PM	<u>Hong Kong Age Group Diving Championships 2009 Programme</u>

Appendix 22

A **diving platform** or **diving tower** is a type of structure used for competitive diving.



Competitive Diving Platform or Tower

They consist of a vertical rigid "tower" with one or more horizontal platforms extending out over a deep pool of water. In platform diving, the diver jumps from a high stationary surface. The height of the platform(s) - 10 metre/33 feet, 7.5 metre/24.7 feet and 5 metre/16.5 feet - gives the diver enough time to perform the acrobatic movements of a particular dive. Most platforms are covered by some sort of matting or non-slip surface to prevent athletes from slipping.

Divers have to perform a set number of dives according to various established requirements, including **somersaults** and **twists** in various directions and from different starting positions.

II. Reading and Viewing

A) Reading

Thomas Robert Daley (born 21 May 1994 in Plymouth, United Kingdom) is a British diver, who specialises in the 10 metre platform event. He started diving at the age of seven, and is a member of Plymouth Diving Club. He has made an impact in national and international competition at an early age. He represented Great Britain at the 2008 Summer Olympics, where he was Britain's youngest competitor, the youngest competitor of any nationality outside of the sport of swimming, and the youngest to participate in a final

Rank	Name	NOC	Points	Points Behind
1	<u>MITCHAM Matthew</u>	 Australia	537.95	
2	<u>ZHOU Luxin</u>	 China	533.15	4.80
3	<u>GALPERIN Gleb</u>	 Russian Fed.	525.80	12.15
4	<u>HUO Liang</u>	 China	508.40	29.55
5	<u>GUERRA OLIVA Jose Antonio</u>	 Cuba	507.15	30.80
6	<u>HELM Mathew</u>	 Australia	467.70	70.25
7	<u>DALEY Thomas</u>	 Great Britain	463.55	74.40

B) Viewing

Watch the video about a very outstanding and young diver in the 2008 Beijing Olympic Games.

http://www.youtube.com/watch?v=VZAxh_I46cE

http://www.youtube.com/watch?v=Wii0zk1h6_o&feature=related

III. Reflection

1) What personality and characters traits do you think are necessary for Thomas to have to help him so successful?

2) What other factors are there to shape his success?

3) How can young people overcome their barriers by doing platform diving?

4) What side effects will there be to the diver if he practices too much?

5) If you had a friend as talented as Tom, would you recommend him to join the diving team?
