



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: PDHPE Course: **PDHPE** Year: 11

Assessment Task: Core 2 – The Body in Motion

Assessment Weighting: 30% Due: Term 1 Week 10 Date: Tuesday 28th of March

Task Type: Hand in Task In Class Task Practical Task

Outcomes assessed (NESA)

P7 explains how body systems influence the way the body moves
P8 describes the components of physical fitness and explains how they are monitored
P9 describes biomechanical factors that influence the efficiency of the body in motion
P16 uses a range of sources to draw conclusions about health and physical activity concepts

Task Description/Overview

In preparation for this task, you will be allowed to take **ONE** A4 page (typed, size 12, Arial font-single sided) sheet containing your researched notes into the assessment. This page will be sighted prior to commencement of the task. If the above criteria are not met the material will be confiscated and not be allowed to be used. Your name must be placed on the paper and it will be collected along with the assessment task before you exit. Notes must NOT be shared with other students, as this will count as plagiarism. All work must be yours and not shared.

For this assessment task, you will be required to complete a series of questions based off the scenario provided below:

Jack's Story

Jack is a Year 11 student at JEHS. He has played AFL and hockey since Year 7, however, stopped playing sports last year due to his study workload and other social interests. Last month, Jack missed out on selection in the opens AFL team, as he failed the fitness component of his trial. He believes he missed out due to his poor cardiovascular endurance and agility. Since then, Jack has completed two sprint training sessions, as well as a 6km run. He has hired a personal trainer to help with his fitness goals.

The questions range in difficulty and focus on the following critical questions from the syllabus:

CQ1 - How do the musculoskeletal and cardiorespiratory systems of the body influence and respond to movement?

CQ2 - What is the relationship between physical fitness, training, and movement efficiency?

The syllabus dot points have been provided on the following page.

Syllabus

<p>Students learn about:</p> <ul style="list-style-type: none"> • skeletal system major bones involved in movement structure and function of synovial joints joint actions, eg extension and flexion • muscular system major muscles involved in movement muscle relationship (agonist, antagonist) types of muscle contraction (concentric, eccentric, isometric) • respiratory system structure and function lung function (inspiration, expiration) exchange of gases (internal, external) • circulatory system components of blood structure and function of the heart, arteries, veins, capillaries pulmonary and systemic circulation blood pressure. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify the location and type of major bones involved in movement, eg long bones articulate at hinge joints for flexion and extension • identify the location of the major muscles involved in movement and related joint actions • perform and analyse movements, eg overarm throw, by examining: bones involved and the joint action muscles involved and the type of contraction • analyse the various aspects of lung function through participation in a range of physical activities • analyse the movement of blood through the body and the influence of the circulatory and respiratory systems on movement efficiency and performance
<p>Students learn about:</p> <ul style="list-style-type: none"> • health-related components of physical fitness cardiorespiratory endurance muscular strength muscular endurance flexibility body composition • skill-related components of physical fitness power speed agility coordination balance reaction time • aerobic and anaerobic training FITT principle • immediate physiological responses to heart rate ventilation rate activity. stroke volume cardiac output lactate levels. 	<p>Students learn to:</p> <ul style="list-style-type: none"> • analyse the relationship between physical fitness and movement efficiency. Students should consider the question ‘to what degree is fitness a predictor of performance?’ • measure and analyse a range of both health-related and skill-related components of physical fitness • think critically about the purpose and benefits of testing physical fitness • design an aerobic training session based on the FITT principle • compare the relative importance of aerobic and anaerobic training for different sports, eg gymnastics versus soccer • examine the reasons for the changing patterns of respiration and heart rate during and after submaximal physical activity

Assessment Criteria		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> - Displays extensive knowledge and understanding of the relationship between physical fitness, training and movement efficiency. - Displays extensive knowledge and understanding of musculoskeletal and cardiorespiratory systems - Uses syllabus terminology - Responses reflect the key words from the question - Effectively communicates complex ideas and information. - Response provides a wide range of relevant and accurate examples. 	26-30
High (H)	<ul style="list-style-type: none"> - Displays thorough knowledge and understanding of the relationship between physical fitness, training and movement efficiency. - Displays thorough knowledge and understanding of musculoskeletal and cardiorespiratory systems - Uses syllabus terminology - Responses reflect most of the key words from the question - Effectively communicates detailed ideas and information. - Response provides a range of relevant and accurate examples. 	22-25
Sound (S)	<ul style="list-style-type: none"> - Displays clear knowledge and understanding of the relationship between physical fitness, training and movement efficiency. - Displays clear knowledge and understanding of musculoskeletal and cardiorespiratory systems - Can provide syllabus terminology - Responses reflect some of the key words from the question - Communicates ideas and information. - Response provides relevant examples 	14-21
Basic (B)	<ul style="list-style-type: none"> - Displays some knowledge and understanding of the relationship between physical fitness, training and movement efficiency. - Displays some knowledge and understanding of musculoskeletal and cardiorespiratory systems - May include syllabus terminology. - Responses reflect some key words . - Response may provide examples. 	8-13
Limited (L)	<ul style="list-style-type: none"> - Displays general knowledge and understanding the relationship between physical fitness, training and movement efficiency. - Displays general knowledge and understanding of musculoskeletal and cardiorespiratory systems - Responses reflect general language. - Response may provide an example. 	1-7

Satisfactory completion of courses

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes