JOHN EDMONDSON HIGH SCHOOL
Assessment Notification

Faculty: PDHPE Course: PASS Year: 9

Assessment Task: Body Systems

Assessment Weighting: 25% Due: PART A – Week 8 14th March
PART B - Week 8 14th March in your theory lesson

Task Type: Hand in Task ☒ In Class Task ☒ Practical Task ☐

Outcomes assessed (NESA)
PASS5-1 Discusses factors that limit and enhance the capacity to move and perform **PASS 5-2** Analyses the benefits of participation and performance in physical activity and sport **PASS 5-10** Analyses and appraises information, opinions and observations to inform physical activity and sport decisions
Task Description/Overview
Students will watch a clip shown by the teacher on a sport and will answer the following questions based on what they have learnt in theory lessons during the Body Systems Unit. They will also be given a quiz in class on the due date to complete in class
Detailed Assessment Task Description
You are to analyse the interrelationships between body systems to determine their contribution and importance during physical activity. To do this, you must complete the following: **PART A – To be completed and handed in by the due date** You are required to watch a clip provided by your teacher (which will be available to view on canvas) and answer the following questions. Your responses should be recorded and submitted via the Canvas assessment task link. The questions on the sporting clip are as follows:

1. Describe how bones, joints and muscles work together for a movement depicted in the clip. Make sure you identify the movement you are describing. (5 marks)
2. Explain the importance of the interrelationships between body systems like the circulatory system and the respiratory system for this sport. HINT: How do they work together/rely on each other? (5 marks)
3. Identify the agonist, antagonist, and correct movement terminology in the following examples (5 marks)
    - Upward phase of a bicep curl (when you are bringing the weight towards your chest)
    - Second phase of a leg press (when you are pushing the weight away from your body)

PART B – To be completed in class on the due date

Quiz question topics:

1. Label main muscles used in a specific action (5 marks)
2. Identify the bones these muscles are attached to (5 marks)
3. After observing the graph that will be provided on the day, describe the circulatory responses to this activity (5 marks)

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

Part A

Q1. Describe how bones, muscles and joints work together for a movement depicted in the clip (5 marks)		
Grade	**Description**	**Mark Range**
Outstanding (O)	• Provides characteristics and features of how bones, muscles and joints work together for a movement depicted in the clip • Provides specific example	**5**
High (H)	• Provides characteristics and features of 2 of the following (bones, muscles and joints) and how they work together for a movement depicted in the clip • Provides examples	**4**
Sound (S)	• Sketches in general terms how bones, muscles and/or joints work together for a movement depicted in the clip	**3**
Basic (B)	• Sketches in general terms how bones OR muscles OR joints influence movement	**2**
Limited (L)	• Provides some relevant information regarding muscles, bones, joints or movement.	**1**

Q2. Explain the importance of the interrelationships of body systems such as the skeletal system, circulatory system and the muscular system for this sport (5marks)		
Grade	**Description**	**Mark Range**
Outstanding (O)	• Provides reasons for the importance of the interrelationships of body systems for this sport • Makes the relationship evident between the interrelationships of body systems • Provides specific examples	**5**
High (H)	• Provides information relating to the importance of the interrelationships of body systems for this sport • Attempts to make the relationship evident between the interrelationships of body systems • Provides examples	**4**
Sound (S)	• Sketches in general terms the relationship between the body systems for this sport • Provides examples	**3**
Basic (B) **Limited (L)**	• Provides some relevant information regarding the body systems and/or how they are applied in the sport OR • Provides a relevant piece of information regarding the body systems.	**1-2**

Q3. Identify the agonist, antagonist, and correct movement terminology in the following examples. (5 marks)		
Grade	**Description**	**Mark Range**
Outstanding (O)	• Labels correctly the agonist, antagonist and movement terms on both examples given	**5**
Sound (S)	• Labels correctly some of the agonist, antagonist and movement terms on the examples given	**3-4**
Limited (L)	• Labels correctly a few of the agonist, antagonist and movement terms on the examples given	**1-2**

Part B

Q1. Identify the muscles used by the athlete in the clip (5 marks)		
Grade	**Description**	**Mark Range**
Outstanding (O)	• Identifies correctly all the muscles labelled on the diagram for the athlete in the clip	**5**
High (H)	• Identifies correctly most of the muscles labelled on the diagram for the athlete in the clip	**4**
Sound (S)	• Identifies correctly some of the muscles labelled on the diagram for the athlete in the clip	**3**
Basic (B)	• Identifies correctly a few muscles labelled on the diagram for the athlete in the clip	**2**
Limited (L)	• Identifies correctly 1-2 muscles labelled on the diagram for the athlete in the clip	**1**

Q2. Identify the bones these muscles are attached to (5 marks)		
Grade	**Description**	**Mark Range**
Outstanding (O)	• Identifies correctly all the bones labelled on the diagram for the athlete in the clip	**5**
High (H)	• Identifies most of the bones labelled on the diagram for the athlete in the clip	**4**
Sound (S)	• Identifies correctly some of the bones labelled on the diagram for the athlete in the clip	**3**
Basic (B)	• Identifies correctly a few of the bones labelled on the diagram for the athlete in the clip	**2**
Limited (L)	• Identifies correctly one or two bones labelled on the diagram for the athlete in the clip	**1**

Q3. After observing the graph, describe the circulatory responses to this activity (5 marks)		
Grade	**Description**	**Mark Range**
Outstanding (O)	• Provides the characteristics and features of the circulatory response to the activity	**5**
Sound (S)	• Sketches in general terms the response of the circulatory system to the activity	**3-4**
Limited (L)	• Provides some relevant information in relation to the graphs or circulatory system	**1-2**

Total: /30

Comments

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