



JOHN EDMONDSON HIGH SCHOOL

Assessment Notification

Faculty: PDHPE **Course:** PDHPE **Year:** 12

Assessment Task: FAP Research (video stimulus) and In class Task

Assessment Weighting: 30% **Due:** Term 4 Week 10 Date: 12/12/2023

Task Type: Part A- Hand in Task and Part B - In class response writing task

Outcomes assessed (NESA)

H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity

H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts

H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Task Description/Overview

Part A: Students will be shown a video stimulus of a hockey game. This video will be placed onto Canvas, so students can access this at any time to view. Students will be given take home questions, based on the stimulus. Students can complete research to answer the questions. These questions will be submitted on Tuesday 12/12/2023 at the beginning of period 2.

<https://youtu.be/0RqBZIDur5k?si=i0jQVSuHo5cg2f1s> - first 5 mins is adequate.

1. Outline the main energy sources used by hockey players excluding the goalkeeper (3) (150 words)
2. Describe the pre nutritional considerations for successful performance in hockey. Use relevant examples from the stimulus to support your response (5) (250 words)
3. Explain how training types and methods would improve performance of a player in hockey. Use relevant examples from the stimulus to support your response (8) (500)

Part B: Students will be required to answer multiple choice and an extended response question during period 2/3 on Tuesday 12/12/2023.

Detailed Assessment Task Description

Part A: (16 marks)

Students will be shown a video stimulus of a hockey game.

<https://youtu.be/0RqBZIDur5k?si=iOjQVSuHo5cg2f1s> - first 5 minutes is adequate.

This video will be placed onto Canvas, so students can access this at any time to view.

Students will be given take home questions, based on the stimulus.

Students can complete research to answer the questions. These questions will be submitted on Tuesday 12/12/2023 before the start of period 2. It must be HAND-WRITTEN.

Students will be provided with a word limit for each question to ensure concise and relevant information is provided.

Students can hand in their responses for feedback. Feedback can be provided up until Thursday 07/12/2023. This will ensure time for teacher feedback and changes to be made.

Multiple drafts can be handed in for feedback.

1. Outline the main energy sources used by hockey players excluding the goalkeeper (3) (150 words)
2. Describe the pre nutritional considerations for successful performance in hockey. Use relevant examples from the stimulus to support your response (5) (250 words)
3. Explain how certain training types and methods would improve performance of a player in hockey. Use relevant examples from the stimulus to support your response (8) (500)

Part B: (14 marks)

Students will be required to answer a range of multiple-choice questions and an extended response question during period 2/3 on Tuesday 12/12/2023. No stimulus material can be brought into the assessment.

In assessment response, students will be expected to:

- demonstrate knowledge and understanding of the factors affecting performance relevant to the question
- apply the skills of critical thinking and analysis
- communicate ideas and information using relevant examples
- present a logical and cohesive response

Assessment Criteria		
Grade	Description	Mark Range
Outstanding (O)	<ul style="list-style-type: none"> - Displays comprehensive knowledge and understanding of energy systems used - Displays comprehensive knowledge and understanding of pre-performance nutritional considerations - Displays comprehensive knowledge and understanding of how training can affect performance - 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. - Response is cohesive 	27-30
High (H)	<ul style="list-style-type: none"> - Displays thorough knowledge and understanding of energy systems used - Displays thorough knowledge and understanding of pre-performance nutritional considerations - Displays thorough knowledge and understanding of how training can affect performance - Uses syllabus terminology - Responses reflect the key words from the question - Effectively communicates complex ideas and information - Response provides a range of relevant and accurate examples. - Response is cohesive and logical 	22-26
Sound (S)	<ul style="list-style-type: none"> - Displays sound knowledge and understanding of energy systems used - Displays sound knowledge and understanding of pre-performance nutritional considerations - Displays sound knowledge and understanding of how training can affect performance - Can provide syllabus terminology - Responses reflect the key words from the question Communicates ideas and information. - Response provides examples. 	13-21
Basic (B)	<ul style="list-style-type: none"> - Displays some knowledge and understanding of energy systems used - Displays some knowledge and understanding of pre-performance nutritional considerations - Displays some knowledge and understanding of how training can affect performance Attempts to use syllabus terminology 	8-12

	<ul style="list-style-type: none"> - Responses attempts to reflect key words from the question - Attempts to communicate ideas and information. - Response may provide examples. 	
Limited (L)	<ul style="list-style-type: none"> - Displays limited knowledge and understanding of energy systems used - Displays limited knowledge and understanding of pre-performance nutritional considerations - Displays limited knowledge and understanding of how training can affect performance - Limited syllabus terminology used - Responses reflective of lower order key words - Communication of ideas is generalised. - Response may provide examples. 	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