



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: PDHPE Course: PASS Year: 10

Assessment Task: Physical Fitness Training Program

Assessment Weighting: 25% Due: Term 1 Week 8 Date: 22/03/24

Task Type: Hand in Task  In Class Task  Practical Task  Submitted to CANVAS by 8:25

### Outcomes assessed (NESA)

**PASS5-1** discusses factors that limit and enhance the capacity to move and perform

**PASS5-2** analyses the benefits of participation and performance in physical activity and sport

**PASS5-6** evaluates the characteristics of participation and quality performance in physical activity and sport

**PASS5-8** displays management and planning skills to achieve personal and group goals.

**PASS5-10** analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

### Task Description/Overview

Throughout the term, students have explored concepts of physical fitness. This assessment task allows students to apply this knowledge by creating a training program and linking it to the chosen fitness components using the FITT principles. Students are to use their knowledge and understanding to complete both Part A and Part B of the assessment task.

- Students are to pick a sport of their choice.
- They are to design a training program focusing on improving ONE health **and** ONE skill related component of fitness related to their chosen sport.

**The training program must be at least four sessions and follow the FITT principle.**

Students are then to answer the following two questions:

1. Describe the use of the FITT principle in their program.
2. Explain the importance of your two chosen components on improving performance in your sport.

\*Students must include a bibliography.

### Detailed Assessment Task Description

**PART A:** Training Program: (10 marks)

- Create a training program which must be at least four sessions (scaffold on Canvas).
- Follow the FITT principle in your program structure.
- Include activities which will assist in improving the HEALTH **and** SKILL related fitness components chosen.
- Students must include graphics of the activities used in the program.
- Must include a bibliography

**PART B:** Students must answer the following questions using their program as the example.

- Describe the use of the FITT principle in your program. Provide examples from your sessions. (4 marks)
- Explain the importance of your two chosen components on improving performance in your sport. (6 marks)

The program can be presented by using the following platforms Google sites, Google Slides/Docs.

**The task must be submitted on Canvas by 8.25am on the due date.**

<b>Assessment Criteria</b>		
<b>Grade</b>	<b>Description</b>	<b>Mark Range</b>
<b>Outstanding (O)</b>	<ul style="list-style-type: none"> <li>Creates an in-depth four-session program which clearly demonstrates the use of the FITT principle.</li> <li>Successfully includes the two components of fitness (one skill related fitness component and one health related fitness component).</li> <li>Provides a range of activities relevant to the two fitness components.</li> <li>Successfully displays features of the FITT principle within the program.</li> <li>Extensively demonstrates the relationship between the chosen activities and improvements of the fitness components.</li> <li>Outstanding use of graphics and presentation.</li> <li>Includes an in-depth bibliography.</li> </ul>	<b>17-20</b>
<b>High (H)</b>	<ul style="list-style-type: none"> <li>Creates a thorough four-session program which demonstrates the use of the FITT principle.</li> <li>Proficiently focuses on two components of fitness (one skill related fitness component and one health related fitness component).</li> <li>Provides activities relevant to the two fitness components.</li> <li>Displays most features of the FITT principle within the program.</li> <li>Demonstrates the characteristics and features of the chosen activities and attempts to show how it improves the fitness components.</li> <li>Proficient use of graphics and presentation.</li> <li>Includes a bibliography with minimal errors.</li> </ul>	<b>14-16</b>
<b>Sound (S)</b>	<ul style="list-style-type: none"> <li>Creates a sound four-session program which demonstrates the use of the FITT principle.</li> <li>Satisfactorily focuses on two components of fitness (one skill related fitness component and one health related fitness component).</li> <li>Provides some activities relevant to two fitness components.</li> <li>Displays some features of the FITT principles within the program.</li> <li>Demonstrates characteristics and features of the chosen activities relevant to the fitness components. May link to fitness improvements.</li> <li>Satisfactory use of graphics and presentation.</li> <li>Includes a bibliography with some errors.</li> </ul>	<b>9-13</b>
<b>Basic (B)</b>	<ul style="list-style-type: none"> <li>Creates a program which has some use of the FITT principle.</li> <li>Program focuses on the fitness component/s.</li> <li>Provides some activities.</li> <li>FITT principle is outlined in relation to the program.</li> <li>Sketches activities used in the program.</li> <li>Basic use of graphics and presentation.</li> <li>Attempts to/may include a bibliography.</li> </ul>	<b>5-8</b>
<b>Limited (L)</b>	<ul style="list-style-type: none"> <li>Attempts to create a program which may use the FITT principle.</li> <li>Program has a limited focus on the fitness component/s.</li> <li>Provides limited activities.</li> <li>FITT principle is identified in the program.</li> <li>Identifies activities used in the program.</li> <li>Limited use of graphics and presentation.</li> </ul>	<b>0-4</b>

### **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