



# JOHN EDMONDSON HIGH SCHOOL

## Assessment Notification

Faculty: PDHPE

Course: PDHPE

Year: 11

**Assessment Task: Body In Motion**

**Assessment Weighting: 30% Due: Week 10 Date: 4<sup>th</sup> April 2024, period 1 and 2**

**Task Type:** Hand in Task  In Class Task  Practical Task

### Outcomes assessed (NESA)

- P8 describes the components of physical fitness and explains how they are monitored
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation.

### Task Description/Overview

Students are required to answer a variety of questions based on Critical Question 2. There will be a hand in component, as well as an in-class component to this task. Additionally, students are required to submit their Practical Lab Booklet for marking.

### Detailed Assessment Task Description

#### RESEARCH COMPONENT:

Research one sport of your choice to assist you in completing the questions in relation to Critical Question 2 content.

You will be required to answer 5 questions (Two 4 mark questions, a 3 mark, 6 mark and an 8 mark question) based on your researched sport. Questions 1, 2, and 3 will be provided to you. No electronic submission will be accepted. You are required to use the scaffold provided to answer the questions.

The in-class component is listed below:

#### Question 1 (3 marks)

Outline a fitness test that is relevant to your researched sport.

#### Question 2 (4 marks)

Outline the FITT principle, using an example of how it can be applied to your sport of choice.

#### Question 3 (6 marks)

Explain the purpose and benefits of testing physical fitness.

Questions 4 and 5 will be unseen and provided to you in class, on the day of the assessment.

You will also need to submit your **Practical Lab Booklets** that you have been completing in class. (5 marks)

## Syllabus

<b>Students learn about:</b> health-related components of physical fitness <ul style="list-style-type: none"><li>- cardiorespiratory endurance</li><li>- muscular strength</li><li>- muscular endurance</li><li>- flexibility</li><li>- body composition</li><li>-</li></ul>	<b>Students learn to:</b> <ul style="list-style-type: none"><li>- analyse the relationship between physical fitness and movement efficiency. Students should consider the question 'to what degree is fitness a predictor of performance?'</li></ul>
skill-related components of physical fitness <ul style="list-style-type: none"><li>- power</li><li>- speed</li><li>- agility</li><li>- coordination</li><li>- balance</li><li>- reaction time</li></ul>	<ul style="list-style-type: none"><li>- measure and analyse a range of both health-related and skill-related components of physical fitness</li><li>- think critically about the purpose and benefits of testing physical fitness</li></ul>
aerobic and anaerobic training <ul style="list-style-type: none"><li>- FITT principle</li></ul>	<ul style="list-style-type: none"><li>- design an aerobic training session based on the FITT principle</li><li>- compare the relative importance of aerobic and anaerobic training for different sports, eg gymnastics versus soccer</li></ul>
immediate physiological responses to training <ul style="list-style-type: none"><li>- heart rate</li><li>- ventilation rate</li><li>- stroke volume</li><li>- cardiac output</li><li>- lactate levels.</li></ul>	<ul style="list-style-type: none"><li>- examine the reasons for the changing patterns of respiration and heart rate during and after submaximal physical activity.</li></ul>

## Marking Criteria

Grade	<b>Question 1:</b> <i>Outline a fitness test that is relevant to your researched sport.</i>	
Sound	<ul style="list-style-type: none"> <li>Sketches in general terms the key features of a fitness test related to the chosen sport</li> <li>Provides a relevant example.</li> </ul>	3
Basic	<ul style="list-style-type: none"> <li>Identifies a fitness test related to the chosen sport</li> </ul>	2
Limited	<ul style="list-style-type: none"> <li>Provides some relevant information.</li> </ul>	1

Grade	<b>Question 2:</b> <i>Outline the FITT principle, using an example of how it can be applied to your sport of choice.</i>	
Sound	<ul style="list-style-type: none"> <li>Sketches in general terms all aspects of the FITT principle.</li> <li>Provides relevant sports examples with appropriate terminology.</li> </ul>	4
Basic	<ul style="list-style-type: none"> <li>Identifies all aspects of the FITT principle.</li> <li>Provides relevant examples.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>Sketches in general terms some of the aspects of the FITT principle.</li> <li>Provides examples.</li> </ul>	2 - 3
Limited	<ul style="list-style-type: none"> <li>Provides some relevant information.</li> </ul>	1

Grade	<b>Question 3:</b> <i>Explain the purpose and benefits of testing physical fitness.</i>	
• <b>Outstanding (O)</b>	<ul style="list-style-type: none"> <li>Provides an in depth and accurate explanation (relates cause and effect) of the purpose of testing physical fitness.</li> <li>Provides clear links to the benefits of testing physical fitness.</li> <li>Provides a RANGE of relevant examples that demonstrate understanding and illustrates their answer.</li> </ul>	6
• <b>High (H)</b>	<ul style="list-style-type: none"> <li>Provides a description of the purpose AND/OR benefits of testing physical fitness.</li> <li>Provides relevant examples that demonstrate understanding and illustrates their answer.</li> </ul>	4 – 5
• <b>Sound (S)</b>	<ul style="list-style-type: none"> <li>Outlines (sketches in general terms) the purpose/benefits of fitness testing.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>Identifies reasons why we test for physical fitness.</li> </ul>	2 – 3
• <b>Basic (B)/Limited (L)</b>	<ul style="list-style-type: none"> <li>Provides some relevant information.</li> </ul>	1

## Lab Booklet: Motion, Balance + Stability and Force

Assessment Criteria		
Grade	Description	Mark Range
<b>Outstanding (O)</b>	<ul style="list-style-type: none"><li>• Extensive understanding and knowledge of practical applications of biomechanical principles</li><li>• Applies biomechanical principles through participation</li><li>• Use of syllabus terminology</li></ul>	<b>5</b>
<b>High (H)</b>	<ul style="list-style-type: none"><li>• Thorough understanding and knowledge of practical applications of biomechanical principles</li><li>• Applies biomechanical principles through participation</li><li>• Use of syllabus terminology</li></ul>	<b>4</b>
<b>Sound (S)</b>	<ul style="list-style-type: none"><li>• Demonstrates an understanding and knowledge of practical applications of biomechanical principles</li><li>• Applies biomechanical principles through participation</li><li>• Use of syllabus terminology</li></ul>	<b>3</b>
<b>Basic (B)</b>	<ul style="list-style-type: none"><li>• Provide some understanding and knowledge of practical applications of biomechanical principles</li><li>• Use of syllabus terminology</li></ul>	<b>2</b>
<b>Limited (L)</b>	<ul style="list-style-type: none"><li>• Demonstrates a general understanding and knowledge of practical applications of biomechanical principles</li><li>• Use of syllabus terminology</li></ul>	<b>1</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