



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	Personal Development, Health and Physical Education
Topic	STAGE 6 – YEAR 11 – CORE 2 BODY IN MOTION
Class Teacher	Ms Barrett, Ms Dray and Mrs Winslade
Head Teacher	Ms Dray
Date Given	Term 2, Week 3
Date Due	Term 2, Week 6, Wednesday May 31, 2023
Weighting	35%

CORE TWO: BODY IN MOTION TASK

In class application of research, Wednesday 31st May - 12.20pm, Venue = Yalmambirra

You will be assessed on content relating to the following syllabus areas:

1. A maximum of 5 Multiple Choice questions from CQ1 -How do the musculoskeletal and cardiorespiratory systems of the body influence and respond to movement?
2. 3 questions from the topic below. The verb value for each question will be supplied in the task itself.
 - Health and skill related components of fitness and relationship to performance
 - FITT principle application to either anaerobic or aerobic training
 - Immediate physiological responses to exercise and the effect on performance
 - The principles of balance and stability and their relationship to movement efficiency
 - The principles of force and their relationship to movement efficiency

You will be assessed on your ability to:

- Demonstrate relevant knowledge and understanding of health and physical activity concepts relevant to the question
- Apply the skills of critical thinking and analysis
- Communicate ideas using relevant examples
- Present a logical and cohesive response

KEY TERMS –

OUTLINE: to sketch in general terms

DESCRIBE: provide characteristics and features

EXPLAIN: to show cause and effect

COMPARE: to show similarities and differences

ASSESS: Make a judgment of value, quality, outcomes, results or size

ANALYSE: draw out components, show relationships and relate implications

EVALUATE: Make a judgement based on criteria; determine the value of

WHAT: can be used as a lower order (similar to describe) or higher order (analyse), depending on the mark value

TO WHAT EXTENT: make a judgement relating to the criteria

N.B. Evaluate, assess and to what extent all have similar meaning and the expectation will be to respond to questions using these words in a similar way. You will notice they all have the word judgment in their definition and students need to make decisions based on the value of something. Therefore, you can decide whether something is valuable or not. It might be you show advantages or disadvantages or make a statement on the benefit of impact or lack of impact. There needs to be a presentation of both sides of argument and a judgment has to be made.

RESEARCH COMPONENT – YOU ARE REQUIRED TO RESEARCH THE RELEVANT INFORMATION FOR THE CONTENT INDICATED. YOU ARE ABLE TO SUBMIT A DRAFT OF PRACTISE QUESTIONS TO YOUR TEACHER

Outcomes/Content Assessed:

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

P17 – Analyses factors influencing movement and patterns of participation.

Non-completion of Task:

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

Plagiarism:

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

Failure to follow the above procedures may result in a zero award.

The policies and procedures that are outlined in the Preliminary Assessment booklet will be followed regarding the non-completion of assessment tasks.

OHS PDHPE - Submission of Drafts

The submission of draft work is encouraged at Orange High School. Drafts allow feedback to occur and encourage student reflection. Drafts enable students to:

- Strive for excellence.
- Respond and act on questioning by a review.
- Appreciate the value of a reader's viewpoint/critique of their work.
- Assess whether or not their work satisfies the intent/criteria of the task.

Guidelines for Students

- Expect a teacher to question and prompt you as to what or how you could refine or improve your work, ("not give you the answer").
- PDHPE teachers will provide feedback on **one draft per assessment**. However, individual staff and students may arrange for additional drafts based on teacher discretion.
- Drafts are to be submitted to your usual classroom teacher.
- Any final draft should be submitted TWO days prior to the submission date. A review process needs to include time for the reader to comment and adequate time for a response to the feedback. Drafts may be submitted closer to the deadline, however, the student must negotiate this with their teacher directly.
- Students should not assume that applying teacher feedback will ensure full marks. As students are incredibly diverse in their ability levels, teachers will seek to provide meaningful feedback to ensure they achieve 'their best.'

Guidelines for Staff

- Ideally a reply to a draft will be given within 48 hours.
- Access to the task and the marking criteria is necessary.
- Reading and critiquing drafts is done primarily by the student's class teacher, if they are not available, all Stage 6 PDHPE teachers are able to read the draft and provide feedback
- Limit your comments – 3 or 4 most important aspects.
- Alert students to missing components.
- Feedback will be reflective of the marking criteria

Teachers are not expected to:

- Spend time 'proof reading' and correcting simple punctuation/grammatical mistakes.
- Rewrite sentences, phrases, provide scaffold sequence of 'to do' steps.
- Grade or indicate any sort of judgment on quality/band/mark.