



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Health and Movement Science
<b>Topic</b>	Health
<b>Class Teacher</b>	Ms Barrett, Ms Dray and Mrs Winslade
<b>Head Teacher</b>	Ms Dray
<b>Date Given</b>	Term 2, Week 6
<b>Date Due</b>	Week 10, Tuesday July 1st
<b>Weighting</b>	35%

### **THE BODY IN MIND AND MOTION ASSESSMENT OUTLINE**

This assessment task will assess aspects of the Collaborative Investigation for Preliminary HMS. There are two parts.

#### **PART A – Submission of your Collaborative Investigation Student Portfolio through Google Classroom.**

##### **Due Tuesday July 1<sup>st</sup> by 9am. (20 marks)**

- Analysis and discussion of research and conclusion: Your task is to interpret and analyse the results of the Collaborative Investigation. **(300-500 words maximum, 6 marks).**
- Evaluation: reflect on the process of the Collaborative Investigation. **(300 words maximum, 4 marks).**
- Collaborative Investigation Reflection: Complete the self-assessment by highlighting the standard you achieved for the listed skill and provide evidence of that achievement. **(5 marks).**
- Teacher observation of collaboration input: Your teacher will observe your participation and contribution to all learning activities throughout the Collaborative Investigation. **(5 marks).**

#### **PART B - In class application of content, Tuesday July 1<sup>st</sup>, 8.40am, Venue = YAL.**

You will receive questions to the total value of **15 marks** for this section.

2.3	Compare the difference between <b>aerobic and anaerobic training</b> for individuals and group sports, including differentiated training programs and contemporary methods of training <b>Example(s):</b> <i>Aerobic training:</i> continuous. <i>Anaerobic training:</i> anaerobic interval. <i>Contemporary methods of training:</i> High Intensity Interval Training (HIIT) and Sprint Interval Training (SIT).
2.4	Design an aerobic or anaerobic <b>training program based on the FITT principle</b>
2.5	Explain the <b>immediate physiological responses to training</b> , heart rate, ventilation rate, stroke volume, cardiac output and lactate levels
2.6	Investigate the <b>physiological responses in relation to aerobic training</b> <b>Including:</b> <ul style="list-style-type: none"><li>creating a research question</li><li>selecting a method to collect data</li><li>discussing the ethical considerations of the methods chosen</li><li>discussing the validity, reliability and credibility of data collection</li><li>presenting findings and drawing conclusions</li><li>identifying further research questions that could be explored</li></ul> <b>Example(s):</b> <b>Selecting a method to collect data:</b> Observation. Survey. Interview.

**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:** sketch in general terms

**DESCRIBE:** to show similarities and differences

**EXPLAIN:** to show cause and effect

**ANALYSE:** draw out components, show relationships and relate implications

**EVALUATE:** Make a judgement based on criteria

#### TASK SUBMISSION REQUIREMENTS:

- SIZE 11
- ARIAL FONT
- NARROW MARGIN (0.5 PAGE WIDTH IN A GOOGLE DOC)
- 1.5 LINE SPACING (NOT 1.15)
- Part A of the Task is to be turned in on Google Classroom on Tuesday July 1st by 9am.
- Bibliography must contain the following information for EACH source. An example of the information to include for each source is listed below. *Bibliography is to be included on a separate page*

FROM A PRINT SOURCE	FROM THE INTERNET
<ul style="list-style-type: none"> <li>- author name</li> <li>- title of the publication (and the title of the article if it's a magazine or encyclopaedia)</li> <li>- date of publication</li> <li>- the place of publication of a book</li> <li>- the publishing company of a book</li> <li>- the volume number of a magazine or printed encyclopaedia</li> <li>- the page number(s)</li> </ul>	<ul style="list-style-type: none"> <li>- author and editor names (if available)</li> <li>- title of the page (if available)</li> <li>- the company or organization who posted the webpage</li> <li>- the Web address for the page (called a URL)</li> <li>- the last date you looked at the page</li> </ul>

#### Outcomes/Content Assessed:

- interprets meanings, measures and patterns of health experienced by Australians **HM-11-01**
- analyses methods and resources to improve and advocate for the health of young Australians **HM-11-02**
- **Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts HM-11-05**
- Analysis: analyses the relationships and implications of health and movement concepts **HM-11-06**
- Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes **HM-11-07**
- Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts **HM-11-08**
- Problem-solving: proposes and evaluates solutions to health and movement issues **HM-11-09**
- Research: analyses a range of sources to make conclusions about health and movement concepts **HM-11-10**

#### 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.

### PART A MARKING CRITERIA

- Analysis and discussion of research and conclusion: Your task is to interpret and analyse the results of the Collaborative Investigation. **(300-500 words maximum, 6 marks).**

CRITERIA	MARKS
Clear indicator of the findings of the CI and any key limitations is evident Succinct and objective description of each piece of primary data collected during the CI process. Provides clear links to show the relationship between the primary data collected and the research hypothesis/question	5-6 MARKS

Provides reasons as to why the research question was proven right or wrong through critical analysis of the findings Effectively communicates information and ideas in a very clear and logical manner Provides a range of examples	
Indicator of the findings of the CI and any key limitations is mostly evident Sketches in general terms each piece of primary data collected during the CI process. Attempts to show the relationship between the primary data collected and the research hypothesis/question Reasons as to why the research question was proven right or wrong may lack depth and critical analysis Response may lack logic or cohesion Examples may be unclear or missing	3-4 MARKS
Basic outline of the results of the research process Some data collected may be discussed The relationship between the question and findings may be simplistic Examples may be unclear or missing	1-2 MARKS

ii) Evaluation: reflect on the process of the Collaborative Investigation. **(300 words maximum, 4 marks).**

CRITERIA	MARKS
Provides characteristics and features of the strengths of the Collaborative Investigation (i.e. was the process effective), the limitations or difficulties that arose during the research and reporting process Provides clear recommendations for improvements that could be made. Effectively communicates ideas in a very clear and logical manner Provides relevant examples.	3-4 MARKS
Recognises and names some relevant and/or general points regarding the outcomes of research Communicates ideas in basic or scaffolded structure Examples may be unclear or missing	1-2 MARKS

iii) Collaborative Investigation Reflection: Complete the self-assessment by highlighting the standard you achieved for the listed skill and provide evidence of that achievement. **(5 marks).**

CRITERIA	MARKS
Identifies the standard they believe they achieved Provides characteristics and features of how and why they achieved that standard for every CI skill Reasons show depth and understanding of the CI process and skills required for effective collaboration in group tasks. Provides a range of relevant examples from their CI experience.	3-5 MARKS
Identifies the standard they believed they achieved Sketches in general terms reasons why they believe they achieved that standard for all or most CI skills Examples may be unclear or missing	1-2 MARKS

iv) Teacher observation of collaboration input: Your teacher will observe your participation and contribution to all learning activities throughout the Collaborative Investigation. **(5 marks).**

CRITERIA	MARKS
Consistently contributes ideas and effort; actively listens to others; takes initiative; encourages team members; resolves conflicts constructively; highly cooperative and dependable.	5 MARKS
Participates in group work with some prompting; completes assigned tasks; some uneven contribution; listens respectfully; works well with most group members; occasionally supports or motivates others; handles minor conflicts appropriately.	3-4 MARKS
Infrequent participation in activities, limited communication or support for others; often needs prompting to contribute; tasks completed with assistance; may create or escalate group tensions.	1-2 MARKS

## 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.