



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	Mr Causer, Ms Dray, Mrs Winslade
Head Teacher	Ms Dray
Date Given	Term 2, Week 3
Date Due	Term 2, Week 6, Wednesday May 26th, 2021
Weighting	35%

CORE TWO: BODY IN MOTION TASK (2 PARTS)

Students are to submit **PART A** to their class teacher on **Wednesday May 26th between 8.00-9.00am in the PAC.**

PART A: MOVEMENT ANALYSIS

Take a series of pictures (no more than 3) that shows you performing a movement for one of the following sporting movement options (Running, Netball, Basketball, Athletics, Swimming, Cricket, Dance, Soccer, League) and analyse the movements involved. Complete the following questions to show your understanding of the Body in Motion.

1. Identify at least four major bones, four major muscles, three joints (and type of joint) and three joint actions involved in the movement/s. **4 marks (completion of table)**
2. Describe 3 immediate physiological responses that occur in your movement/s and explain their influence on movement efficiency. **6 marks (1 page max.)**
3. Analyse how an understanding of forces can affect the performance of the entire sport related movement. **8 marks (1 page max.)**

Submission note: Question 1, 2 and 3 need to be printed and submitted with your questions on the due date. Pictures need to be clearly printed and labelled with arrows showing directions of movement and need to be clearly referred in the table for Question 1.

EXAMPLE TABLE FOR QUESTION 1

MOVEMENT	JOINT ACTION/S	MUSCLE/S INVOLVED	JOINTS INVOLVED/ JOINT TYPE	BONES INVOLVED

PART B: RESEARCH AND APPLICATION

You will be asked to respond to questions relating to any of the content from *Body in Motion CQ2 - What is the relationship between physical fitness, training and movement efficiency*. This will occur on Wednesday May 26th. **Starting at 8.15am promptly in the PAC.**

PART B MARKING RUBRIC

In your answers you will be assessed on how well you:

- 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

TASK SUBMISSION REQUIREMENTS:

1. Question 1 and the bibliography on the same page. Questions 2 and 3 to be printed on SEPARATE pages (no BACK TO BACK).
2. Size 11 ARIAL font
3. 1.5 spacing
4. Narrow margins
5. Task is to be submitted to your class teacher between 8.00-9.00am in the PAC on **WEDNESDAY 26th MAY.**
6. Bibliography must contain the following information for EACH source. An example of the information to include for each source is listed below.

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

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

P10- Plans for participation in physical activity to satisfy a range of individual needs

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.

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 that day. 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.

KEY TERM	DEFINITION
Analyse	Identify components and the relationship between them; draw out and relate implications
Explain	Show cause and effect
Describe	Provide characteristics and features
Outline	Sketch in general terms; indicate the main features of
Identify	Recognise and name

11 PDHPE CORE 2 MARKING CRITERIA - PART A

1. Identify at least four major bones, four major muscles, three joints (and type of joint) and three joint actions involved in the movement/s

CRITERIA	MARKS
Correctly identifies ALL of the four major bones, four major muscles, three joints (and type of joint) and three joint actions involved in the movement	4 MARKS
Correctly identifies MOST of the four major bones, four major muscles, three joints (and type of joint) and three joint actions involved in the movement	3 MARKS

Correctly identifies HALF of the four major bones, four major muscles, three joints (and type of joint) and three joint actions involved in the movement	2 MARKS
Correctly identifies SOME of the four major bones, four major muscles, three joints (and type of joint) and three joint actions involved in the movement	1 MARK

2. Describe the immediate physiological responses that occur in your movement/s and explain their influence on movement efficiency. **6 marks (1 page max.)**

CRITERIA	MARKS
Provides characteristics and features of at least THREE immediate physiological responses that occur during the chosen movement pattern (HR, VR, SV, CO, LL). Shows cause and effect of the link between each of the physiological responses and successful movement patterns. Presents at least THREE examples that are relevant to the movements presented in the video/picture. Communicates ideas using subject terminology which are used extensively. Presents a logical and cohesive response	5-6 MARKS
Sketches in general terms 2-3 immediate physiological responses (HR, VR, SV, CO, LL) that occur during the chosen movement pattern. Provides characteristics and features of the links between most of the immediate physiological responses and successful movement patterns. Presents some examples that are relevant to the movements presented in the video/picture. Communicates ideas using subject terminology. Presents a logical and cohesive response	3-4 MARKS
Shows a basic understanding of the immediate physiological responses on successful movement patterns. Examples may be unclear, irrelevant or missing. Response may lack logic and cohesion or not address all required components.	1-2 MARKS

3. EXPLAIN how forces affect the performance of the entire sport related movement. **8 marks (1 page)**

CRITERIA	MARKS
Comprehensively explains how force can improve performance in the chosen sporting movement. Shows a clear relationship/links between the biomechanical principle and improved performance. Includes multiple examples that are relevant to the chosen sporting movement Response is logical and cohesive	7-8 MARKS
Describes the characteristics and features of how force can improve performance in the chosen sporting movement in detail. Shows a clear link between the biomechanical principle and improved performance. Includes some examples that are relevant to the chosen sporting movements	5-6 MARKS
Sketches in general terms how force can improve performance in the chosen sporting movement Link between the biomechanical principle and improved performance may be unclear Includes an example related to the chosen sporting movements.	3-4 MARKS
Includes some relevant information related to biomechanical movements or improved performance.	1-2 MARKS

11 PDHPE CORE 2 MARKING CRITERIA - PART B

In your answers you will be assessed on how well you:

- 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

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 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.