



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 Dray and Mrs Winslade |
| Head Teacher | Ms Dray |
| Date Given | Term 2, Week 3 |
| Date Due | Term 2, Week 6, Friday June 3 rd , 2022 |
| Weighting | 35% |

CORE TWO: BODY IN MOTION TASK

Students are to submit their responses on their Google Classroom by Friday June 3rd at 9.00am.

TASK: VIDEO ANALYSIS

You will observe video footage of an athlete completing a sport related movement and analyse this movement by responding to the following:

1. IDENTIFY four major bones, four major muscles, three joints (and type of joint) and three joint actions involved in the movement/s. Put this in a table (see below). **4 marks (1/3 page)**
2. Choose ONE skill and ONE health related component of fitness related to the movement. DESCRIBE how they affect the successful performance of the movement. **6 marks (2/3 page)**
3. EXPLAIN how an understanding of Balance and Stability can affect the performance of the entire sport related movement. **8 marks (1 page max)**
4. ANALYSE the relationship between physical fitness and movement efficiency by addressing; 'to what degree is fitness a predictor of performance in your athlete's sport.' **8 marks (1 page max)**

Choose ONE of the following movements to analyse. Be clear in your response which movement you are referring to.

<https://bit.ly/3smwetj>

<https://bit.ly/37t6DYy>

<https://bit.ly/3KXU4C2>

<https://bit.ly/39Mfjdl>

RESEARCH COMPONENT – YOU ARE REQUIRED TO UTILISE AT LEAST 5 DIFFERENT SOURCES OF INFORMATION THROUGHOUT YOUR RESPONSES AND MAKE REFERENCE TO THESE **HOW TO SHOW EVIDENCE OF YOUR RESEARCH IN YOUR RESPONSE**

For example: In the following, if you have referred to PDHPE.NET and the AIS list them in your bibliography as

1. PDHPE.NET
2. Australian Institute of Sport (AIS)

Then in your response, refer to them specifically as -

“Balance refers to the point around everything is equal (1). (2) suggests that agility is the most crucial factor for improving performance in soccer.

YOU MUST DO THIS PROCESS FOR ALL SOURCES OF INFORMATION USED

EXAMPLE TABLE FOR QUESTION 1

| MOVEMENT TIME | MOVEMENT | JOINT ACTION/S | MUSCLE/S INVOLVED | JOINTS INVOLVED/ JOINT TYPE | BONES INVOLVED |
|----------------------|-----------------|-----------------------|--------------------------|--|-----------------------|
| | | | | | |

TASK SUBMISSION

1. Size 11 ARIAL NARROW font
2. 1.5 spacing
3. Narrow margins
4. Task is to be submitted in your Google Classroom by 9.00am on Friday June 3rd
5. 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"> - 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

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 ASSESSMENT CRITERIA

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. Choose ONE skill and ONE health related component of fitness related to the movement and DESCRIBE how they affect the successful performance of the movement. **6 marks (2/3 page)**

| CRITERIA | MARKS |
|---|-----------|
| Provides characteristics and features of ONE health and ONE skill related components of fitness that are essential to performing the movement successfully Presents a logical and cohesive response Examples are relevant | 5-6 MARKS |
| Sketches in general terms ONE health and/or ONE skill related components of fitness that are essential to performing the movement successfully Examples may be unclear, irrelevant or missing. Response may lack logic and cohesion or not address all required components. | 3-4 MARKS |
| Identifies relevant information regarding health and skill related components of fitness May lack examples | 1-2 MARKS |

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

| CRITERIA | MARKS |
|---|-----------|
| Comprehensively explains how balance and stability 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 balance and stability 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 balance and stability 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 |

4. ANALYSE the relationship between physical fitness and movement efficiency by addressing; 'to what degree is fitness a predictor of performance in your athlete's sport.'

| CRITERIA | MARKS |
|---|-----------|
| Shows and cause effect of the relationship between physical fitness and movement efficiency. Makes clear links between the health and skill related components and performance Communicates ideas and information using relevant examples Presents a logical and cohesive response | 7-8 |
| Shows and cause effect of the relationship between physical fitness and movement efficiency. Makes clear links between the health and skill related components and performance Communicates ideas and information using relevant examples Presents a logical and cohesive response | 5-6 |
| Provides characteristics and features of the relationship between and movement efficiency. Communicates ideas and information using some examples | 3-4 |
| Sketches in general terms the relationship between physical fitness and movement efficiency. Examples may be unclear or missing | 1-2 |
| Sketches in general terms the FITT principle Supporting sources of information may be unclear, irrelevant or missing Examples may be unclear, irrelevant or missing. Response may lack logic and cohesion or not address all required components. | 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.