



Year 11, PDHPE

Task 3: Body in Motion

Due Date:

PART 1- In class on Tuesday 11th June

PART 2- 11:59pm on Tuesday 11th June

Task Distributed: 24/5/24

Unit: Body in Motion

Task Type: Research & Case Study Analysis

Task Weighting: 35%

Outcomes: P7, P8, P10, P11, P16

Task:

PART 1: Physical Fitness Tests (20 Marks)- 10 marks per test

You can prepare for PART 1 in your own time, but the questions will be **completed in class** on Tuesday 7th June. . Students will be required to answer the questions below in class, **based on TWO of the following FOUR fitness tests** (allocated on the day of the task):

- Multi-stage Fitness Test
- Illinois Agility Test
- Standing Long Jump Test
- Sit and Reach Test

Questions: You will be given 4 Questions for a total of **10 marks on the day**.

The questions **ALLOCATED ON THE DAY** will be structured on the following:

- (A) The components of fitness (1 mark)
- (B) Resources to conduct the test (2 marks)
- (C) Testing Procedures (3 marks)
- (D) Test Validity and Reliability (4 marks)

Part 2 – Analysis of Physical Fitness Results (20 Marks) - To be submitted online Google Classroom.

Below are physical fitness results for five participants. You are to read these results carefully and complete the following questions on the scaffold provided via google classroom:

| Participant | Health-related: Multi-stage Fitness Test (Level.Shuttle) | Skill-related: Illinois Agility Run (sec) | Skill-related: Standing Long Jump Test (cm) | Health-related: Sit and Reach Test (cm) |
|-------------|---|--|--|--|
| Sophie | 5.6 | 17.5 | 208 | 26 |
| Scarlett | 8.9 | 19.7 | 162 | 15 |
| Judy | 11.0 | 20.4 | 185 | -5 |
| Harry | 7.8 | 16.9 | 225 | 11 |
| Tim | 14.1 | 22.6 | 198 | 3 |

Select THREE of the participants listed above to answer the following questions:

- (A) **Compare** the physical fitness results for three participants in relation to each other and normative data (10 Marks)
- (B) **Justify** the type of sport or physical activities that each of the three participants would perform well in, based on the fitness test results (10 marks).

NOTE: You are required to cite any sources used in a reference list at the bottom of the scaffold (provided on google classroom), using the Harvard method (see referencing guide on google classroom).

NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Identify:** Recognise and name
- **Outline:** Sketch in general terms; indicate the main features of
- **Describe:** Provide characteristics and features
- **Compare:** Show how things are similar or different
- **Justify:** Support an argument or conclusion

Check the NESA Glossary of Key Words for further guidance
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

Details of Submission

- PART 1 is to be completed during class time on Thursday 10th August.
- PART 2 is to be submitted on google classroom by 11:59pm on Thursday 10th August.

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through the marking criteria.
- Students can clarify or seek further feedback by speaking with their teacher or the assessment marker.

Upon return of the task, students will also be expected to complete a self-reflection.

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

How does this link to my learning?

- Demonstrates knowledge and understanding about the way the body moves.
- Demonstrates an ability to improve participation and performance in physical activity.
- Demonstrates an ability to apply the skills of critical thinking, research and analysis.

Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group. All students should be fully aware of the school assessment procedures. Students who are absent when submitting the task, or have a legitimate reason for missing the task, must notify the school. To avoid a zero mark being awarded, any absence must be supported by valid misadventure/illness documentation as outlined in the Year 11 Assessment Guide. Students should access this [guide](#) for more information.

Marking Criteria and Feedback sheet

Part 1 – Outcome P8 (RO3)

| Level | Criteria | Mark |
|-------------------|--|---------|
| Extensive | Displays exemplary knowledge and understanding of the component of fitness being tested, resources required, procedures involved and the validity and reliability of the fitness tests. | 17 – 20 |
| Thorough | Displays detailed knowledge and understanding of the component of fitness being tested, resources required, procedures involved and the validity and reliability of the fitness tests. | 13 – 16 |
| Sound | Displays satisfactory knowledge and understanding of the component of fitness being tested, resources required, procedures involved and the validity and reliability of the fitness test(s). | 9 – 12 |
| Basic | Displays simplified knowledge and understanding of the component of fitness being tested, resources required, procedures involved and the validity and reliability of the fitness test(s). | 5 – 8 |
| Elementary | Displays minimal knowledge and understanding of the component of fitness being tested, resources required, procedures involved and the validity and reliability of one of the fitness tests. | 1 – 4 |

Part 2 (a) - Outcome P11 (RO4)

| Level | Criteria | Mark |
|-------------------|--|--------|
| Extensive | Extensively compares the physical fitness results for three participants to each other, as well as specific, reliable normative data | 9 – 10 |
| Thorough | Thoroughly compares the physical fitness results for three participants to each other, as well as specific, reliable normative data | 7 – 8 |
| Sound | Sound comparison the physical fitness results for at least two participants to each other, as well as some normative data | 5 – 6 |
| Basic | Compares some of the physical fitness results for at least two participants to each other or basic normative data | 3 – 4 |
| Elementary | Minimal comparison of results and/or reference to normative data | 1 – 2 |

Part 2 (b) – Outcome P7, P10, P16 (RO5)

| Level | Criteria | Mark |
|-------------------|---|--------|
| Extensive | Extensively justifies a wide variety of extremely relevant sports or physical activities that each of the three participants would perform well in. Extensive and detailed Bibliography included with three different and relevant sources. Harvard method correctly outlined. | 9 – 10 |
| Thorough | Thoroughly justifies a variety of highly relevant sports or physical activities that each of the three participants would perform well in. Bibliography included with a variety of three relevant sources. | 7 – 8 |
| Sound | Explains some relevant sports or physical activities that each of the three participants would perform well in. Bibliography included with errors of the Harvard method. | 5 – 6 |
| Basic | Describes some sports or physical activities that the three participants would perform well in. Basic bibliography included with limited sources. | 3 – 4 |
| Elementary | Identifies some sports or physical activities that the three participants would perform well in. No bibliography. | 1 – 2 |

| Mark Feedback | | | | | | | |
|----------------|------------------|-------------------|-------------------|------------|---------------|------------|-------------------|
| Level | Outcome P8 (RO3) | Outcome P11 (RO4) | Outcome P16 (RO5) | Total Mark | Weighted Mark | Percentage | Position for Task |
| Extensive | 17 – 20 | 9 – 10 | 9 – 10 | 33 – 40 | | | |
| Thorough | 13 – 16 | 7 – 8 | 7 – 8 | 25 – 32 | | | |
| Sound | 9 – 12 | 5 – 6 | 5 – 6 | 17 – 24 | | | |
| Basic | 5 – 8 | 3 – 4 | 3 – 4 | 8 – 16 | | | |
| Elementary | 1 – 4 | 1 – 2 | 1 – 2 | 1 – 8 | | | |
| Mark Achieved | | | | | | | |
| Level Achieved | | | | | | | |

Future Directions: Students will gain an insight into the purpose and multiple uses of fitness testing in addition to understanding the links between the health and skill-related components of fitness and the specific sports or physical activities they are required for.

Feedback
