



Year 9, Physical Activity and Sports Studies

Task 1: Body Systems and Energy for Physical Activity

Due Date: Thursday 27th March 2025- Period 1

Task Distributed: Week beginning 3/3/25 **Unit:** Body Systems and Energy for Physical Activity

Task Type: Examination **Task Weighting:** 20%

Outcomes: PASS5-1, PASS5-2, PASS5-10

Task Description

Students will complete an online examination in class, which addresses the following content areas studied in the “Body Systems and Energy for Physical Activity” unit:

- Skeletal, Muscular, Circulatory & Respiratory systems, including their structure and function
- Energy & Physical Activity
- Hydration and Physical Activity

The online examination will be **40 minutes** in duration and will consist of the following sections:

Section 1 (15 marks)- Multiple Choice

(Allow 10 minutes for this section)

Section 2 (15 marks)- Labelling diagrams

(Allow 10 minutes for this section)

Section 3 (15 marks)- Short answer and stimulus based questions

(Allow 20 minutes for this section)

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
- **Explain-** Relate cause and effect; make the relationships between things evident; provide why and/or how

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

Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within FOURTEEN (14) days of the due date.
- At this time feedback including information on how to improve will be provided through answer feedback.
- 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 reflect on their results, by identifying TWO (2) areas of strength, TWO (2) areas of improvement and TWO (2) strategies to improve in the future.

How does this link to my learning?

- This task requires students to demonstrate knowledge gained in class, as well as apply this knowledge to explaining the body's response to movement and exercise.
- Students will develop a greater understanding and appreciation of how the body systems contribute to performing movement skills efficiently and effectively.
- This assessment task links to the following Report Outcomes: RO1, RO5.

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.

Literacy Outcomes	Elementary achievement You have:	Limited achievement You have:	Satisfactory achievement You have:	High achievement You have:	Outstanding achievement You have:
	0	0.25	0.5	0.75	1
Vocabulary <i>Uses technical vocabulary to explain concepts and/or range of precise and appropriate words for effect</i>	Very limited response. Few content words used.	Only simple words are used.	Some precise and technical words are used.	Sustained use of precise and technical words.	Sustained, consistent and fluent use of precise and technical words.
Punctuation <i>Use of correct and appropriate sentence and other punctuation for effect, and to aid in reading of the text</i>	No evidence of correct sentence punctuation.	Sentence punctuation is correctly used in at least one place - <i>one sentence is punctuated correctly.</i>	Some correct sentence level punctuation (at least 50%). May attempt other punctuation where it is required.	Mostly correct sentence level punctuation (80%) and at least two correct examples of other punctuation.	Writing contains accurate use of all applicable punctuation.
Sentences & Cohesion <i>The intentional construction of a variety of sentences to match purpose and audience, and the control of multiple sentence threads across the whole text.</i>	No clear evidence of sentences: a list of words OR text fragments.	At least one sentence is used correctly. Some meaning can be construed from the text.	Some correct formation of sentences. Mainly uses simple and compound sentences, but may attempt more complex structures.	Most sentences are correct. Range of sentence types and connectives are evident, but with varied effectiveness.	All sentences are correct, effective and controlled, and include a range of sentence types and connectives (complex sentences and other sophisticated structures)
Paragraphs <i>Paragraphs are used to effectively structure information and partition events and ideas</i>	No correct use of paragraphing; may be a block of text or random breaks.	Ideas are separated; paragraphs may contain some unrelated ideas.	At least ONE paragraph is well structured and develops an idea	Writing is organised into paragraphs that assist the reader to digest chunks of the text, but may not be linked or executed effectively.	All components of the paragraphs are evident and paragraphing is consistent and well-developed across the whole text.
Text Structure <i>Uses features of the appropriate text type</i>	No evidence of the structural features of the appropriate text type. <i>No attempt to write in the appropriate text type and/or response is off task.</i>	Minimal evidence of the structural features - <i>1 component evident</i> - of the appropriate text type.	Some evidence of the structural features - <i>2 components evident</i> - of the appropriate text type.	Substantial evidence of the structural features - <i>all components evident but there may be some lapses</i> - of the appropriate text type.	Coherent and controlled use of all the appropriate structural features of the text type.