



## Year 9, Physical Activity and Sports Studies

### Task 2: Physical Fitness

**Due Date:** PART A Scaffold- Friday 30th May 2025; PART B- Week 6-7 Practical Lessons

**Task Distributed:** Week beginning 12th May 2025.

**Unit:** Physical Fitness

**Task Type:** Practical

**Task Weighting:** 20%

**Outcomes:** PASS5-7, PASS5-8

#### Task Description

Students will work in groups of 2-3 to design and deliver an **aerobic fitness session** to their peers. The task consists of TWO components:

**PART A (10 Marks)**- Design a 45 minute aerobic fitness session (e.g. continuous, fartlek, aerobic interval, circuit training). Students will complete a collaborative scaffold on google docs which will be distributed on google classroom. Students will receive ONE lesson to work on this in class.

**PART B (15 Marks)**- Deliver a 15-20 minute section of their aerobic fitness session (warm up, one activity and cool down) to a group of Year 7 students in a lesson during Weeks 6-7. A schedule of when students will be delivering their session will be communicated in class and on google classroom.

**PART C (5 marks)**- Students will receive a mark for their level of participation and effort in their peers' sessions.

#### Details of Submission

Students will submit an electronic copy of their session design (on the scaffold provided) by **Friday 30th May 2025** via google classroom. Only one copy needs to be submitted per group.

Students will deliver the aerobic session to a group of Year 7 students in a lesson during Weeks 6-7.

#### 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 written and verbal 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.

#### How does this link to my learning?

- This task allows students to apply their knowledge and understanding of the fitness components, types of aerobic training, FITT principle and principles of training in a practical context. Students will achieve the skills needed to design and deliver effective training sessions that develop aerobic fitness, which is the basis for all forms of sport and physical activity. This task links to the following Report Outcomes: RO1, RO3, RO4

#### 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.

## Marking Criteria

### **PART A- Aerobic Fitness Session- Design Scaffold- 10 Marks (RO1)**

CRITERIA	MARK
<ul style="list-style-type: none"> <li>Extensive completion of scaffold, which demonstrates a very high degree of knowledge relating to Training Principles, Types of Aerobic Training and the FITT Principle</li> </ul>	9-10
<ul style="list-style-type: none"> <li>Thorough completion of scaffold, which predominantly demonstrates a high degree of knowledge relating to Training Principles, Types of Aerobic Training and the FITT Principle</li> </ul>	7-8
<ul style="list-style-type: none"> <li>Sound completion of scaffold, which demonstrates a satisfactory degree of knowledge relating to Training Principles, Types of Aerobic Training and the FITT Principle</li> </ul>	5-6
<ul style="list-style-type: none"> <li>Basic completion of scaffold, which demonstrates a limited degree of knowledge relating to Training Principles, Types of Aerobic Training and the FITT Principle</li> </ul>	3-4
<ul style="list-style-type: none"> <li>Elementary completion of scaffold, which demonstrates a very minimal degree of knowledge relating to Training Principles, Types of Aerobic Training and the FITT Principle</li> </ul>	1-2

### **PART B- Aerobic Fitness Session Delivery- 15 Marks (RO3)**

CRITERIA	MARK
<ul style="list-style-type: none"> <li>Demonstrates extensive understanding of a range of different training principles which underpin effective training programs</li> <li>Exhibits exceptional knowledge of multiple types of aerobic training</li> <li>Displays outstanding knowledge of the FITT Principle by applying this to an aerobic training session</li> </ul>	13-15
<ul style="list-style-type: none"> <li>Demonstrates a thorough understanding of a range of different training principles which underpin effective training programs</li> <li>Exhibits a high level of knowledge of types of aerobic training</li> <li>Displays thorough knowledge of the FITT Principle by applying this to an aerobic training session</li> </ul>	10-12
<ul style="list-style-type: none"> <li>Demonstrates a sound understanding of a range of different training principles which underpin effective training programs</li> <li>Exhibits a satisfactory level of knowledge of types of aerobic training</li> <li>Displays an adequate knowledge of the FITT Principle by applying this to an aerobic training session</li> </ul>	7-9
<ul style="list-style-type: none"> <li>Demonstrates a basic understanding of a range of different training principles which underpin effective training programs</li> <li>Exhibits a limited level of knowledge of types of aerobic training</li> <li>Displays minimal knowledge of the FITT Principle by applying this to an aerobic training session</li> </ul>	4-6
<ul style="list-style-type: none"> <li>Demonstrates an elementary understanding of a range of different training principles which underpin effective training programs</li> <li>Exhibits a very limited level of knowledge of types of aerobic training</li> <li>Displays little to no knowledge of the FITT Principle by applying this to an aerobic training session</li> </ul>	1-3

### **PART C- Participation in peers' sessions- 5 Marks (RO4)**

CRITERIA	MARK
<ul style="list-style-type: none"> <li>Excellent level of participation and effort in all their peers' sessions</li> </ul>	5
<ul style="list-style-type: none"> <li>High level of participation in most of their peers' sessions</li> </ul>	4
<ul style="list-style-type: none"> <li>Adequate level of participation in most of their peers' sessions</li> </ul>	3
<ul style="list-style-type: none"> <li>Poor level of participation in their peers' sessions</li> </ul>	2
<ul style="list-style-type: none"> <li>Very poor level of participation in their peers' sessions</li> </ul>	1