



Notice of Assessment Task

Year 11 Health and Movement Science

Collaborative Investigation

Date of initial notification:	Date of submission of task:
Term 2, Week 8 Monday 16 June 2025	Term 3, Week 2 Friday 1 August 2025

Teacher: Cavaleri	Task Number: 2
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Time Allowed: 4 Weeks	Weighting of task: 35%
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Course Component/Focus area/topic/module: Collaborative Investigation
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Task Description: Collaborative Investigation

- Students are to conduct research collaboratively in groups on a chosen area within the Year 11 Health and Movement Science course.
- For this task, you are required to undergo a collaborative research project on a topic we will decide together.
- You may choose to do your investigation on any topic from the syllabus. The topic must:
 - be related to the syllabus
 - go beyond what the syllabus is asking you to do
 - be linked to HMS content, not overlap significantly with content from another subject.
- The task is broken into parts and includes both a group mark and an individual mark.

Part A - The Portfolio

As you undergo your collaborative investigation, you are required to keep a portfolio of your investigation. The portfolio will be created as you progress through the collaborative investigation and is a collection of various aspects of your work. The portfolio will include the following sections:

1. a research design, including an overview of the research methods
2. evidence of the sequential development of the research problem, eg the research question
3. a record of discussions with peers, teachers and other stakeholders
4. a record of major decisions of the investigation
5. cumulative self, peer and teacher reflection/evaluation of the inquiry
6. draft responses to the research question
7. personal statement of learning
8. a reference List

- If you are absent on the day that the task is due, you **MUST** see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).
- Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.
- All appeals must be lodged within 48hrs of receipt of the task. Students who may consider an appeal are not permitted to take their task home. The original task cannot be altered in any way prior to the appeal process. See Assessment booklet for details.

Part B - The Presentation

At the end of your investigation, you will be asked to give a presentation of your findings. The presentation may be oral, written or multimodal. The presentation will include:

1. your research question
2. background research
3. an outline of your methodology
4. a review of the data you collected
5. an analysis of the data
6. conclusions drawn from the investigation
7. an evaluation of the investigation

Part C - The Personal Learning Statement

Finally, you are also required to submit a personal statement of learning (300 words) with your portfolio. This statement should be completed individually, not as a group. The statement will follow the outline below.

1. What have you learned about the content and question your group chose?
2. What have you learned about the research process? Consider also the issues that arose and how they were overcome.
3. What have you learned about collaboration and research? Provide examples of how you contributed to the group in a way that helped to move the group forward in the investigation

Outcomes/Competencies to be assessed in this task:

Note: Outcomes will vary according to student choice of topic to investigate. All students will be assessed on HMS11-05

HMS11-01 interprets meanings, measures and patterns of health experienced by Australians

HMS11-02 analyses methods and resources to improve and advocate for the health of young Australians

HMS11-03 analyses the interrelationships between anatomy, physiology and biomechanics in relation to movement and performance

HMS11-04 investigates skills, strategies and tactics to improve participation and performance

HMS11-05 demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts

HMS11-06 analyses the relationships and implications of health and movement concepts

HMS11-07 communicates health and movement concepts to a range of audiences and contexts

HMS11-08 generates new ideas that are meaningful and relevant to health and movement contexts

HMS11-09 proposes and evaluates solutions to health and movement issues

HMS11-10 analyses a range of sources to make judgements about health and movement concepts

Feedback: How will I receive feedback on this task?

- ☐ Written
- ☐ Verbal
- ☐ Whole class
- ☐ Individual

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Group Criteria- Product		
Outcomes Assessed: (Based on the presentation) <ul style="list-style-type: none"> ● HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts. 		
<ul style="list-style-type: none"> ● Provides a comprehensive understanding of the relationships between health and movement concepts, draws out their implications and applies them using multiple examples to support their conclusions 		9-10 (A)
<ul style="list-style-type: none"> ● Demonstrates a thorough understanding of the relationships between health and movement concepts, draws out their implications and correctly applies them using multiple examples 		7-8 (B)
<ul style="list-style-type: none"> ● Demonstrates a sound understanding of the characteristics and features of health and movement concepts, draws out their implications and applies them using examples 		5-6 (C)
<ul style="list-style-type: none"> ● Demonstrates a basic understanding of the main features of health and movement concepts 		3-4 (D)
<ul style="list-style-type: none"> ● Demonstrates some information about health and movement concepts 		1-2 (E)

Feedback/comments:

<p>What did you do well?</p>
<p>What could you have done better?</p>
<p>Where to next?</p>

Group Criteria- Product	
Outcomes Assessed: (Based on the presentation) <ul style="list-style-type: none"> HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts. 	
<ul style="list-style-type: none"> Clearly demonstrates the relationship between the concepts in a range of sources to draw out and make evidence-based conclusions related to health and movement concepts using sources to make relevant conclusions 	5 (A)
<ul style="list-style-type: none"> Clearly demonstrates the relationship between the concepts in a range of sources to draw out and make evidence-based conclusions related to health and movement concepts using sources to make conclusions 	4 (B)
<ul style="list-style-type: none"> Provides the characteristics and features of the concepts in a range of sources and makes conclusions related to health and movement concepts using sources 	3 (C)
<ul style="list-style-type: none"> Uses some sources to make a conclusion 	2 (D)
<ul style="list-style-type: none"> Uses a source to make a conclusion 	1 (E)

Feedback/comments:

<p>What did you do well?</p>
<p>What could you have done better?</p>
<p>Where to next?</p>

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Group Criteria- Product	
Outcomes Assessed: (Based on the personal learning statement, group discussions, observations & the presentation) <ul style="list-style-type: none"> Content-related outcomes as decided based on topic investigated 	
<ul style="list-style-type: none"> Demonstrates a comprehensive understanding of the chosen health and/or movement concepts addressed in the Collaborative Investigation with relevant examples to support 	9-10 (A)
<ul style="list-style-type: none"> Demonstrates a thorough understanding of the chosen health and/or movement concepts addressed in the Collaborative Investigation with examples to support 	7-8 (B)
<ul style="list-style-type: none"> Demonstrates a sound understanding of the chosen health and/or movement concepts addressed in the Collaborative Investigation with examples 	5-6 (C)
<ul style="list-style-type: none"> Demonstrates a basic understanding of the chosen health and/or movement concepts addressed in the Collaborative Investigation with example(s) 	3-4 (D)
<ul style="list-style-type: none"> Demonstrates some understanding of the chosen concepts addressed in the Collaborative Investigation 	1-2 (E)

Feedback/comments:

<p>What did you do well?</p>
<p>What could you have done better?</p>
<p>Where to next?</p>

Individual Criteria- Product	
Outcomes Assessed: (Based on the personal learning statement, group discussions, observations, the portfolio & the presentation) <ul style="list-style-type: none"> HM-11-07 Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes. 	
<ul style="list-style-type: none"> Clearly and comprehensively communicates complex health and movement concepts using multiple examples to a range of audiences and contexts using a variety of modes and perspectives 	5 (A)
<ul style="list-style-type: none"> Clearly and thoroughly communicates health and movement concepts using examples to a range of audiences and contexts using a variety of modes and perspectives 	4 (B)
<ul style="list-style-type: none"> Soundly communicates health and movement concepts with examples to a range of audiences and contexts using a variety of modes 	3 (C)
<ul style="list-style-type: none"> Communicates health and movement concepts to an audience and/or context using a variety of modes 	2 (D)
<ul style="list-style-type: none"> Communicates health and movement concepts to an audience or context 	1 (E)

Feedback/comments:

<p>What did you do well?</p>
<p>What could you have done better?</p>
<p>Where to next?</p>

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Individual Criteria- Process	
Outcomes Assessed: Process (based on portfolio and statement of learning) <ul style="list-style-type: none"> HM-11-05 Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts. 	
<ul style="list-style-type: none"> Clearly and regularly uses strategies to positively interact with others to deepen understanding of health and movement concepts with a very high level of competence 	9-10 (A)
<ul style="list-style-type: none"> Regularly uses strategies to positively interact with others to deepen understanding of health and movement concepts with a high level of competence 	7-8 (B)
<ul style="list-style-type: none"> Uses strategies to positively interact with others to deepen understanding of health and movement concepts with competence 	5-6 (C)
<ul style="list-style-type: none"> Uses strategies to positively interact with others in relation to health and movement concepts 	3-4 (D)
<ul style="list-style-type: none"> Uses strategies to interact with others in relation to health and movement concepts 	1-2 (E)

Feedback/comments:

What did you do well?
What could you have done better?
Where to next?

Total Mark - /40

Overall Grade -