Notice of Assessment Task
Preliminary Course in PDHPE
2024

Date of Assessment Notification:	**Due date of Assessment Task:**
Term 1, Week 6 (Friday March 8, 2024)	Part A - Term 1 Week 8 (Friday March 22, 2024) Part B - Term 1 Week 10 (Friday April 5, 2024)

You must submit the task on the due date or provide a medical certificate

Task Number: 1

Time Allowed: 4 Weeks	**Grade:** A-E

Course component/Focus area/Topic/Module:
Core 2: The Body in Motion

Task Description: Aerobic Training Session and Extended Response Questions

Part A – 20-minute Aerobic Training Session

- You are to plan a **20-minute aerobic training session** that you and a partner will undertake. During the activity, you will measure and record data about anatomical features used and the physiological responses (P10, P16)
- Students will be given one period of class time to complete the aerobic session and record results.

Part B – Extended Response Questions

1. Explain how **bones, muscles and joints** work together to enable 3 different movements (P7)
2. Analyse **circulation and ventilation/respiration** responses during exercise. Use your results from Part A to support your answer. (P7, P16)

- Use the scaffold attached to plan your responses.
- Submission of tasks must be typed and be submitted either in person or given to your teacher by ***2:50pm of the due date.***
- ****Any difficulties to submit a hard copy or requests for extensions must be made to HT PDHPE at least 24 hours prior to the due date.***

Outcomes/Competencies to be assessed in this task:
P7 Explains how body structures influence the way the body moves
P10 Plans for participation in physical activity to satisfy a range of individual needs
P16 Utilises a range of sources to draw conclusions about health and physical activity concepts

- *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.

Name

Feedback: How will I receive feedback on this task?

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

11 PDHPE Core 2: The Body in Motion - Marking Criteria

Part A – 20-minute Aerobic Training Session	
Outcomes Assessed: ● P10 Plans for participation in physical activity to satisfy a range of individual needs ● P16 Utilises a range of sources to draw conclusions about health and physical activity concepts	
A	● Extensive aerobic training plan providing clear details of all activities. ● Session flows well and is well organised. ● Training plan provides opportunities to extensively record all physiological responses regarding heart rate and ventilation.
B	● Thorough aerobic training plan providing a number of activities. Activities may lack some detail. ● Session flows well and is well organised. ● Training plan provides a number of opportunities to record all physiological responses regarding heart rate and ventilation.
C	● Sound training plan. Training plan may lack variety in activities and or detail in activities. Training plan may not be aerobic in nature. ● Training plan may lack scheduled opportunities to record physiological responses regarding heart rate and ventilation.
D	● Basic training plan with some activities listed. ● May not specify when physiological responses are being recorded or are not recorded at a variety of times through the session.
E	● May not submit a plan but records physiological responses data during the session.

Name

Feedback/comments:

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

Grade:

Name

11 PDHPE Core 2: The Body in Motion - Marking Criteria

Part B – Extended Response Questions

QUESTION 1: Explain how bones, muscles and joints work together to enable 3 different movements.	
Outcomes Assessed: P7 Explains how body structures influence the way the body moves P16 Utilises a range of sources to draw conclusions about health and physical activity concepts	
A	● Accurately identifies the major bones and joint actions involved in each of the 3 chosen movements ● Accurately identifies the major muscles, muscle relationship and muscle contractions involved in each of the 3 chosen movements ● Provides extensive understanding of how the skeletal system and muscular system work together to produce movement (cause and effect) ● Uses correct terminology throughout the response ● Uses the 3 chosen movements as examples to support the answer.
B	● Accurately identifies the major bones and joint actions involved in each of the 3 chosen movements ● Accurately identifies the major muscles, muscle relationship and muscle contractions involved in each of the 3 chosen movements ● Provides proficient understanding how the skeletal system and muscular system work together to produce movement (cause and effect) ● Uses correct terminology throughout the response. ● Uses the 3 chosen movements as examples to support the answer.
C	● Answer may not clearly identify all of the major bones, joint actions, major muscles, muscle relationship and muscle contractions involved in each of the 3 chosen movements ● Provides a sound description on how the skeletal system and muscular system work together to enable action. Answer may show an inconsistent understanding on how movement requires the simultaneous work of the skeletal system and muscular system. ● Attempts to use specific movements as examples to support the answer, may not provide all 3 examples or use examples appropriately.
D	● Demonstrates a basic understanding of bones, joints, joint action, muscles and muscle actions. ● Lacks details in movement descriptions ●
E	● Demonstrates an elementary understanding of anatomical features. ● Lists bones, joints and/ or muscles used. Limited in which anatomical features are identified. ● May not accurately use examples to support their answer or does not provide examples. ● May not explain how the anatomical features work together to create movement (no cause and effect) ● May not accurately use examples to support their answer

Name

Feedback/comments:

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

Grade:

Name

QUESTION 2: Analyse circulation and ventilation/respiration responses during exercise. Use your results from Part A to support your answer. (P7, P16)	
Outcomes Assessed: P7 Explains how body structures influence the way the body moves P16 Utilises a range of sources to draw conclusions about health and physical activity concepts	
A	● Extensively describes changes in circulation (HR, SV, CO), respiration (rate & depth) and ventilation (inspiration, expiration, volume etc.) as they occur during exercise. ● Extensively details the relationship between the circulatory system and respiratory system including how these systems work simultaneously to allow for efficient movement. ● Links the body responses specifically to their sports session and data collected. ● Uses multiple examples to support their answer. ● Uses correct terminology
B	● Thoroughly describes changes in circulation (HR, SV, CO), respiration (rate & depth) and ventilation (inspiration, expiration, volume etc.) as they occur during exercise. ● May show basic analyses by detailing each part and how they each contribute to movement. ● Answer may lack depth in discussing the relationship between the circulatory and respiratory systems for efficient movement. ● Links the body responses specifically to their sports session and data collected ● Uses examples to support their answer. ● Uses correct terminology
C	● Soundly describes some changes in circulation, respiration and ventilation as they occur during exercise, may not describe all responses and/or lacks detail in description. ● Inconsistently details AND/OR lack understanding in how the circulatory system and respiratory system affect each other in response to exercise. ● Soundly describes the relationship between the circulatory and respiratory systems, however lacks clear understanding of the implications on movement efficiency. ● Uses some data from their sport session, however may lack details/specificity in using the data to support how the circulatory system and respiratory system work together. ● May not consistently use correct terminology.
D	● Basic outline of the changes in circulation, respiration and ventilation as they occur during exercise. May may not outline all responses. ● May provide some basic information on how the components of the circulatory system and/or the respiratory system affect each other in response to exercise. ● Answer lacks depth and detail regarding the relationship between the circulatory and respiratory systems regarding movement efficiency AND/OR does not outline this relationship. ● May not provide examples AND/OR does not use session data.
E	● Limited understanding of the changes in circulation, respiration and ventilation as they occur during exercise. May identify some of the body's responses to exercise or outlines responses in limited detail. ● May include some information about the circulatory system and respiratory system. AND/OR ● Includes some data from their sport session.

Name

Feedback/comments:

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

Grade: