

Date Distributed: Week beginning 9/3/20. **Task Weighting:** 30%

Outcomes

PD5-7- Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in a lifetime of physical activity

PD5-8- Designs, implements and evaluates personalised plans to enhance participation in a lifetime of physical activity

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

ASSESSMENT OUTLINE

1. WHAT AREAS OF LEARNING DOES THIS ASSESSMENT ADDRESS?

This task aims to evaluate students physical health status, by participating in a range of fitness tests. These tests examine students' knowledge around the health and skill related components of fitness and the FITT principle, contained in the "Healthy People, Healthy Communities" unit. This unit has been developed from the "Health, Wellbeing and Relationships" and "Healthy Safe and Active Lifestyles" strands of the Stage 5 PDHPE syllabus. At the completion of the testing, students will use their results to answer questions related to their areas of strength and weakness.

2. WHY IS THE COMPLETION OF THIS ASSESSMENT IMPORTANT?

It is important that students gain an understanding of their physical health and fitness levels and how it may impact lifelong activity and health. These tests will help a student determine their areas of strength, as well as areas where they can improve. Students are encouraged to look at ways of improving their areas of weakness, to improve their overall fitness, as well as identify sports and types of physical activities they would be best suited to, based on fitness areas where they excelled. This task will assist students to develop individualised exercise programs according to one's needs.

3. WHAT STEPS DO I TAKE TO COMPLETE THIS TASK?

Task Outline

PART A- Completion of Fitness Tests (5 marks) (PD5-11)

In class, students will complete the following tests:

Health-Related Components of Fitness

- Multi-stage Fitness Test/Beep Test (Cardio-respiratory endurance)
- Curl Ups (abdominal muscular endurance)
- Shoulder Stretch test (shoulder flexibility)
- Sit and Reach (Back and Hamstring flexibility)

Skill-Related Components of Fitness

- Sitting Basketball Throw (upper body power)
- Vertical Jump Test (leg power)
- 50m Sprint (Speed)
- Illinois Agility Run Test (Agility)
- Standing Stork Test (Balance)

Students will each be given a card to record their results and submit by the due date.

PART B- Evaluation of Results (15 marks) (PD5-7)

Based on your results in the fitness tests, complete the following questions:

- Identify** at least ONE fitness test (other than height/weight) where you performed strongly (making reference to the fitness testing standards/norms). (1 mark)
- Identify** at least ONE fitness test (other than height/weight) where you did not perform strongly (making references to the fitness testing standards/norms). (1 mark)
- Propose** TWO strategies to improve in your areas of identified weakness. (4 marks)
- Explain** how you might overcome ONE potential barrier that you might face when trying to improve your areas of weakness. Include the impact this will have on your overall fitness and health. (5 marks)
- Discuss** TWO sports or types of physical activity that you would be suited to, based on your fitness testing results. (4 marks)

PART C- Design an exercise program (15 Marks) (PD5-8)

Using the FITT principle, design a 2 week exercise program to meet the needs of a specific individual.

Students will be required to respond to the above in class for ONE of the following scenarios:

- 15 Year Old who is preparing to do a 10km fun run for the first time. He/she has no medical conditions, but has minimal to no training history in endurance sports.
- 20 Year Old who is preparing to complete their first sprint distance triathlon (750m Swim/20km Bike/5km Run). They have no cycling background, but did cross country at school and swim squad during their primary school and early high school years.
- 17 Year Old who is playing oztag for the first time this year. They have a good base level of general fitness, but has limited experience in playing team sports.

Students are required to prepare for each scenario by filling out the scaffold provided, which is able to be used during the task.

Note: Marks will be allocated towards sufficient completion of scaffold.

Literacy Mark: /5

Details for Submission

- Students are required to submit their completed fitness test card to their PDHPE teacher by the due date.
- Students will respond to the short answer questions (Part B) and Extended Response Question (Part C) during class time, as advised by their PDHPE teacher.
- Students are permitted to prepare for the task, by bringing pre-prepared notes (1x A4 sheet for Part B and Part C combined).

4. HOW WILL MARKS BE AWARDED TO MEASURE MY LEARNING?

KNOWLEDGE AND SKILLS MARKING CRITERIA

PART A- Completion and application in fitness tests (PD5.11)

Marking Criteria	Marks
<ul style="list-style-type: none">▪ Demonstrates a very high level of participation in all lessons.▪ Presents a fully completed fitness card.	5
<ul style="list-style-type: none">▪ Demonstrates a high level of participation in most lessons.▪ Presents a completed fitness card.	4
<ul style="list-style-type: none">▪ Demonstrates an adequate level of participation in lessons.▪ Presents a fitness card with most tests recorded.	3
<ul style="list-style-type: none">▪ Demonstrates a limited level of participation in lessons.▪ Presents a fitness card with some tests recorded.	2
<ul style="list-style-type: none">▪ Demonstrates no or a minimal level of participation in lessons.▪ Presents a fitness card with limited tests recorded.	1
Part A marks	

PART B- Evaluation of Results (PD5-7)

- i) **Identify** at least ONE fitness test (other than height/weight) where you performed strongly (making reference to the fitness testing standards/norms) (1 mark)

Marking Criteria	Marks
Correctly identifies one fitness test where they performed strongly, by indicating their result in relation to the relevant tests norm.	1
Part B i) marks	

- ii) **Identify** at least ONE fitness test (other than height/weight) where you didn't perform strongly (making reference to the fitness testing standards/norms) (1 mark)

Marking Criteria	Marks
Correctly identifies one fitness test where they did not perform strongly, by indicating their result in relation to the relevant tests norm.	1
Part B ii) marks	

iii) **Propose** strategies to improve in your areas of identified weakness (4 marks)

Marking Criteria	Marks
<ul style="list-style-type: none"> ▪ Describes in detail TWO highly appropriate strategies. ▪ Outlines reasons as to how these strategies will improve the specific component of fitness. 	4
<ul style="list-style-type: none"> ▪ Describes TWO appropriate strategies. ▪ Presents a list of reasons as to the strategies improving the specific component of fitness. 	3
<ul style="list-style-type: none"> ▪ Describes TWO appropriate strategies. 	2
<ul style="list-style-type: none"> ▪ Describes ONE appropriate strategy 	1
Part B iii) marks	

iv) **Explain** how you might overcome ONE potential barrier that you might face when trying to improve your areas of weakness. Include the impact this will have on your overall fitness and health. (5 marks)

Marking Criteria	Marks
<ul style="list-style-type: none"> ▪ Makes a clear relationship between a barrier that prevents an individual to improving their fitness weakness. ▪ Presents reasons as to how overcoming the barrier will improve the specific component of fitness; the individual's overall fitness and health. 	5
<ul style="list-style-type: none"> ▪ Makes a weak relationship between a barrier that prevents an individual to improving their fitness weakness. ▪ Presents reasons as to how overcoming the barrier will improve the specific component of fitness and the individual's overall fitness. 	4
<ul style="list-style-type: none"> ▪ States a barrier that prevents an individual to improving their fitness weakness. ▪ Presents reasons as to how overcoming the barrier will improve the specific component of fitness. 	3
<ul style="list-style-type: none"> ▪ States a barrier that prevents an individual to improving their fitness weakness. ▪ Presents a reason as to how overcoming the barrier will improve the specific component of fitness. 	2
<ul style="list-style-type: none"> ▪ States a barrier that prevents an individual to improving their fitness weakness. OR ▪ Presents a reason as to how overcoming the barrier will improve the specific component of fitness. 	1
Part B iv) marks	

v) **Discuss** TWO sports or types of physical activity that you would be suited to, based on your fitness testing results (4 marks)

Marking Criteria	Marks
<ul style="list-style-type: none"> ▪ Extensively discusses TWO relevant sports or physical activities that the student would perform well in. ▪ Provides TWO reasons to justify the choice of sport and physical activity by linking to the specific components of health. ▪ Uses examples from the fitness tests completed in class. 	4
<ul style="list-style-type: none"> ▪ Presents TWO relevant sports or physical activities that the student would perform well in. ▪ Provides TWO reasons to support the choice of sport and physical activity by linking to some components of health. 	3

<ul style="list-style-type: none"> Uses examples from the fitness tests completed in class. 	
<ul style="list-style-type: none"> Presents TWO relevant sports or physical activities that the student would perform well in. Uses examples from the fitness tests completed in class. 	2
<ul style="list-style-type: none"> Presents one relevant point of information about a sport of physical activity the student may perform well in. 	1
Part B v) marks	

PART C- Design an Exercise Program (PD5-8)

Using the FITT principle, design a 2 week exercise program to meet the needs of a specific individual.

Marking Criteria	Marks
<ul style="list-style-type: none"> Produces and proposes a highly appropriate two week training program for the scenario provided with practical actions that embeds the FITT (Frequency, Intensity, Time, Type) principle to improve performance. 	9-10
<ul style="list-style-type: none"> Produces an appropriate two week training program for the scenario provided, that embeds the FITT (Frequency, Intensity, Time, Type) that can improve performance. 	7-8
<ul style="list-style-type: none"> Produces a training program for the scenario provided, that embeds some of the FITT (Frequency, Intensity, Time, Type) that may improve performance to the scenario. 	5-6
<ul style="list-style-type: none"> Proposes some practical actions that infer some of the FITT (Frequency, Intensity, Time, Type) principle has been applied to the scenario. 	3-4
<ul style="list-style-type: none"> Presents limited practical actions with little inference to the FITT (Frequency, Intensity, Time, Type) principle with minimal reference to the scenario. 	1-2
Part C marks	

PART C- Scaffold (5 marks) (PD5-8)

Marking Criteria	Marks
<ul style="list-style-type: none"> Extensively completes the training program scaffold with the inclusion of the FITT principle. 	5
<ul style="list-style-type: none"> Presents majority of the FITT principle throughout the training program scaffold. 	4
<ul style="list-style-type: none"> Presents some of the FITT principle to complete most of the training program scaffold. 	3
<ul style="list-style-type: none"> Presents a brief outline of a training program in the scaffold. 	2
<ul style="list-style-type: none"> Minimal completion of the training program scaffold. 	1

Literacy

LITERACY MARKING CRITERIA	Descriptors				
	1	2	3	4	5
Punctuation Use of correct and appropriate punctuation for effect and to aid in reading of the text	- No or minimal evidence of correct sentence punctuation (less than 25%)	- Limited evidence of correct sentence punctuation (at least 25%)	- Some correct sentence level punctuation (at least 50%).	- Mostly correct sentence level punctuation (80%) and <i>at least two</i> examples of other punctuation.	-Writing contains accurate use of all applicable punctuation.

Sentences Intentionally constructs a variety of sentences to match purpose and audience	- No evidence of sentences - Drawings, symbols, a list of words OR text fragments	- At least one sentence is used correctly.	- Some correct formation of sentences. (at least 50%)	- Most sentences (80%) are correct but are largely unsophisticated.	- All sentences are correct including sophisticated sentences.
Paragraphs Paragraphs are used to effectively structure information and partition events and ideas	- No correct use of paragraphing - may be a block of text or random breaks	- Ideas are separated, provides at least ONE correct break between ideas - Paragraphs may contain some unrelated ideas	- At least ONE paragraph is well structured and develops an idea	- All paragraphs are focused on one idea or a set of like ideas but may not be linked effectively.	- Paragraphing creates flow, connectivity and supports argument.

Overall Marks- fitness testing

Level	(PD5-11) RO3	(PD5-7 & PD5-8) RO4	Literacy	Total Mark	%	Weighted Mark /30
Extensive	5	25-30	5	33 – 40		
Thorough	4	19-24	4	25 – 32		
Sound	3	13-18	3	17 – 24		
Basic	2	7-12	2	9 – 16		
Elementary	1	1-6	1	1 – 8		
Mark Achieved						
Level Achieved						

Feedback:

EXERCISE PROGRAM SCAFFOLD (Page 1)

- For each session, make sure you include details of Activity, Intensity, Time/Duration and Type of training (use this as your checklist)
- You do not have to fill every box- allow time for rest and recovery

WEEK 1		
DAY	AM	PM
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

APPENDIX I- EXERCISE PROGRAM SCAFFOLD (Page 2)

- For each session, make sure you include details of Activity, Intensity, Time/Duration and Type of training (use this as your checklist)
- You do not have to fill every box- allow time for rest and recovery

WEEK 1

DAY	AM	PM
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

