

This sheet must be completed and attached as the cover sheet of the submitted task



**SARAH REDFERN HIGH SCHOOL
ASSESSMENT TASK NOTIFICATION
PRELIMINARY COURSE**

Subject: Personal Development, Health & Physical Education

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|-----------------------|--------------------------|---------------------------|--|
| TEACHER(S): | Ms Ratusau, Ms Estavillo | NOTIFICATION DATE: | Term 2, Week 7; 7/6/17 – Ms Estavillo |
| MODULE/UNIT: | Core 2: Body in Motion | | Term 2, Week 7; 8/6/17 – Ms Ratusau |
| TASK NUMBER: | 2 | TASK DUE: | |
| TASK: | Movement Analysis Report | | Term 2, Week 9; 21/6/17 – Ms Estavillo |
| WEIGHTING (%): | 20% | | Term 2, Week 9; 22/6/17 – Ms Ratusau |
| | | SUBMISSION: | Period 1 In Class |

SIGNATURES REQUIRED FOR TASK VERIFICATION

Head Teacher: N. Howes Curriculum Manager: [Signature]

TASK DESCRIPTION:

Part I: Students are to answer the following questions by analysing the movement sequence available on their Google Classroom.

- Identify phases of movement within the sequence (minimum 3 phases) and name them
- Describe the major muscles used in the main movement for each phase and justify their role in the movement (ie. agonist/antagonist/stabiliser)
- Identify the joints involved in the main movement for each phase and classify the joint movement used.
- Critically analyse how the musculoskeletal system contributes to efficient movement and performance of the skill

Part II:

- Analyse the effect of physical activity on the cardiorespiratory system

Part III:

- Explain an appropriate fitness test that measures the efficiency of the cardiorespiratory system
- Design a 2 week training program for a 16 year old student to improve cardiorespiratory endurance
- Justify how your program can improve cardiorespiratory fitness.

OUTCOMES TO BE ASSESSED:

- P7 Explains how body structures influence the way the body moves.
P8 Describes the components of physical fitness and explains how they are monitored.
P10 Plans for participation in physical activity to satisfy a range of individual needs.
P17 Analyses factors influencing movement and patterns of participation.

MARKING GUIDELINES/ CRITERIA:

PLAGIARISM will result in zero marks being awarded and the student will be required to redo the task.

I acknowledge that this assessment is all my own work. Any references have been cited.

Student signature: _____

Student Name: _____

Marking Guidelines/Criteria

| Part A | Marks |
|--|-------|
| <ul style="list-style-type: none"> Clearly identifies ALL muscles, joints and joint actions used to perform the movement Thorough justification of the roles of muscles throughout each phase Demonstrates extensive knowledge of the musculoskeletal system Accurately analyses the impact of the musculoskeletal system that influences the efficiency of movement | 9-10 |
| <ul style="list-style-type: none"> Clearly identifies most muscles, joints and joint actions used to perform the movement Accurate description of the roles of muscles throughout each phase Demonstrates broad knowledge of the musculoskeletal system Analyses the impact of the musculoskeletal system that influences the efficiency of movement | 6-8 |
| <ul style="list-style-type: none"> Identifies a few muscles, joints and joint actions used to perform the movement Provides some relevant information of the roles of muscles throughout each phase Demonstrates sound knowledge of the musculoskeletal system Outlines the impact of the musculoskeletal system that influences the efficiency of movement | 3-5 |
| <ul style="list-style-type: none"> Limited identification of muscles, joints and joint actions used to perform the movement Limited information of the roles of muscles throughout each phase Limited knowledge of the musculoskeletal system Limited analysis of the musculoskeletal system and its impact on the efficiency of movement | 1-2 |
| <ul style="list-style-type: none"> No relevant information | 0 |

| Part B | Marks |
|---|-------|
| <ul style="list-style-type: none"> Demonstrates thorough knowledge and understanding of cardiorespiratory endurance Analyses the effects of cardiorespiratory endurance in regards to physical activity and movement efficiency Provides examples of how cardiorespiratory endurance affects physical activity and movement | 4-5 |
| <ul style="list-style-type: none"> Demonstrates sound knowledge and understanding of cardiorespiratory endurance Describes the effects of cardiorespiratory endurance in regards to physical activity and movement efficiency Provides some examples of how cardiorespiratory endurance affects physical activity and movement | 2-3 |
| <ul style="list-style-type: none"> Demonstrates basic knowledge and understanding of cardiorespiratory endurance Outlines the effects of cardiorespiratory endurance in regards to physical activity and movement efficiency | 1-3 |
| <ul style="list-style-type: none"> No relevant information | 0 |

| Part C | Marks |
|---|-------|
| <ul style="list-style-type: none"> Thoroughly explains an appropriate fitness test that measures the efficiency of the cardiorespiratory system Accurately designs a two week training program for a 16 year old to improve cardiorespiratory endurance Training program is based on the FITT principle Provides an extensive justification of how the program improves cardiorespiratory endurance; explains all types of exercises with justification | 9-10 |
| <ul style="list-style-type: none"> Describes an appropriate fitness test that measures the efficiency of the cardiorespiratory system Designs a two week training program for a 16 year old to improve cardiorespiratory fitness Applies the FITT principle with minor errors Provides a strong justification of how the program improves cardiorespiratory endurance; explains some types exercises with justification | 6-8 |
| <ul style="list-style-type: none"> Outlines an appropriate fitness test that measures the efficiency of the cardiorespiratory system Designs a training program to improve cardiorespiratory endurance Outlines how the program improves cardiorespiratory endurance | 3-5 |
| <ul style="list-style-type: none"> Incorrect selection of a fitness test that does not measures the efficiency of the cardiorespiratory system Basic training program with unclear goals Limited links to impact on cardiorespiratory system | 1-2 |
| <ul style="list-style-type: none"> No relevant information | 0 |