SUBMISSION INSTRUCTIONS

Your submission should be presented in PDF form saved in your PDHPE Google Drive and emailed to your PDHPE teachers at the following email:
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This must be completed before 3:05 PM Tuesday 25th June, 2019

CONTEXT (OR PURPOSE) FOR THE TASK

This task will enable you to develop your understanding of the first two key inquiry questions of the Year 11 core 2 Syllabus. It is essential that you use this task to build your knowledge and understanding regarding What health means to Individuals and the influences that affect the health of individuals.

TASK RUBRIC

AREA OF ASSESSMENT: Students will be given a scenario of a sports athlete. They will need to suggest correct fitness components and test used in to help test this athlete. From this they will draw conclusions on the athletes overall fitness and the impact of this in their performance of their sport.

OUTCOMES BEING ASSESSED, GENERAL CAPABILITIES & CROSS CURRICULUM PRIORITIES

P7 – Explains how body structures influence the way the body moves.
P8 – Describes the components of physical fitness and explains how much they are monitored.
P10 – Plans for participation in physical activity to satisfy a range of individual needs
P11 – Assesses and monitors physical fitness levels and physical activity patterns
P16 – Uses a range of sources to draw conclusions about health and physical activity concepts
P17 – Analyses factors influencing movement and patterns of participation
THE TASK

IN THIS TASK YOU ARE REQUIRED TO:

Part A:

Scenario: Jimmy is a 16 year old boy who wants to start competing in a sport of your expertise. Jimmy seeks your help as a fitness trainer. In order to prepare Jimmy you will need to choose a sport and answer the following questions:

1. **Identify** four (4) fitness components that are important for the sport and a fitness test that would be suitable to evaluate each component. **(4 marks)**

2. **Justify** the inclusion of each fitness test as a tool to evaluate its suitability for the sport (provide a range of reasons and specific examples to support your reasons). **(8 marks)**

3. **Examine** (inquire into) the role of the circulatory and respiratory systems in producing movement in the sport. **(10 marks)**

4. **Describe** a realistic training schedule (based on the FITT principles) that Jimmy could use to train for the sport. Explain how each activity is relevant (provide a range of specific and accurate practical examples). **(12 marks)**

Criteria for assessing learning

Students will be assessed on their ability to:

- Identify and evaluate the use of fitness test and the components of fitness
- Understand the importance of the circulatory and respiratory system on performance
- Create a training schedule based on the FITT principle
### COMPONENTS OF FITNESS

<table>
<thead>
<tr>
<th>MARKS</th>
<th>COMPONENTS OF FITNESS</th>
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| 4     | • Correctly Identifies four fitness components that are important for the sport  
       • Correctly Identifies four fitness tests that would be suitable to evaluate progress in the identified fitness components. |
| 3     | • Correctly Identifies three fitness components that are important for the sport  
       • Correctly Identifies three fitness tests that would be suitable to evaluate progress in the identified fitness components. |
| 2     | • Correctly Identifies two fitness components that are important for the sport  
       • Correctly Identifies two fitness tests that would be suitable to evaluate progress in the identified fitness components. |
| 1     | • Correctly Identifies one fitness component that is important for the sport  
       • Correctly Identifies one fitness test that would be suitable to evaluate progress in the identified fitness components. |

### FITNESS TEST INCLUSION

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<tr>
<th>MARKS</th>
<th>FITNESS TEST INCLUSION</th>
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| 8     | • Provides an argument that supports the inclusion of each fitness test as a tool to evaluate his suitability to the sport  
       • Makes evident the relationship between the fitness test and its inclusion to evaluate his suitability to the sport  
       • Provides relevant examples |
| 6-7   | • Provides reasons why the inclusion of each fitness test can be used as a tool to evaluate his suitability to the sport  
       • Provides relevant example(s) |
| 4-5   | • Provides characteristics and features of each fitness test  
       • Provides a relevant example(s) |
| 2-3   | • Sketches in general terms each fitness test |
| 1     | • Recognises and names components of fitness/fitness test  
       • Provides an example of a fitness test |

### CIRCULATORY AND RESPIRATORY SYSTEMS

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<th>MARKS</th>
<th>CIRCULATORY AND RESPIRATORY SYSTEMS</th>
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</table>
| 9-10  | • Provides a detailed investigation on the role of the circulatory and respiratory systems in producing movement.  
       • Provides a clear link between both the circulatory and respiratory systems in producing movement  
       • Provides examples of the relationship between the circulatory and respiratory systems in producing movement.  
       • Demonstrates in depth research with correct referencing techniques. |
| 7-8   | • Provides an investigation on the role of the circulatory and respiratory systems in producing movement.  
       • Attempts to provide a link between both the circulatory and respiratory systems in producing movement.  
       • Provides examples of the circulatory and respiratory systems producing movement. |
- Demonstrates evidence of sound research with correct referencing techniques.

| 5-6 | Provides information on the role of the circulatory and respiratory systems in producing movement.  
  - Some relevant examples provided  
  - Demonstrates evidence of research with correct referencing techniques.  

| 3-4 | Provides some information on the role of the circulatory AND/OR respiratory systems in producing movement.  
  - Demonstrates evidence of limited research with referencing techniques.  

| 0-2 | Provides some relevant information on the individual’s performance of each of the components of Recognises and names features of the circulatory systems AND/OR  
  - Recognises and names features of the respiratory systems  
  - Limited to no evidence of research and referencing techniques.  

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<tr>
<th>MARKS</th>
<th>TRAINING SCHEDULE</th>
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| 11-12 | Clearly identifies features of the FITT principle and describes a realistic training program  
  - Provides an accurate and detailed explanation of how each activity is relevant to the sport  
  - Provides a wide range of relevant examples  
  - Accurately references all articles  |
| 8-10  | Identifies features of the FITT principle and describes a training program  
  - Provides an accurate explanation of how each activity is relevant to the sport  
  - Provides a range of examples  
  - Accurately references most articles  |
| 5-7   | Identifies and describes some features of the FITT principle and a training program.  
  - Describes how each activity is relevant to the sport  
  - Provides some examples  
  - Accurately references some articles  |
| 4-6   | Sketches in general terms the FITT principle and a training program  
  - Sketches in general terms how each activity is relevant to the sport  
  - Provides limited examples  
  - References some articles  |
| 0-3   | Identifies little/no information on the FITT principle and a training program  
  - Provides some relevant information on how each activity is relevant to the sport  
  - Provides no examples  
  - Little or no evidence of referencing |
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<thead>
<tr>
<th>BAND DESCRIPTORS:</th>
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<tbody>
<tr>
<td><strong>KNOWLEDGE AND UNDERSTANDING OUTCOMES</strong></td>
</tr>
<tr>
<td>P7</td>
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<td>P8</td>
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<td>P11</td>
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<td><strong>SKILLS OUTCOMES</strong></td>
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<td>P16</td>
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<td><strong>B 6</strong></td>
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<td></td>
<td>● demonstrates extensive knowledge and understanding of the range of concepts related to health and physical performance</td>
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<td>● comprehensively applies theoretical principles to design and evaluate specific strategies for improving health, participation and performance</td>
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<td>● critically analyses movement and the range of factors that affect physical performance and participation</td>
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<td>● provides relevant and accurate examples to justify complex arguments about health, participation and performance</td>
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<td><strong>B 5</strong></td>
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<td>● clearly expresses ideas that demonstrate a thorough understanding of health and physical performance concepts</td>
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<td>● identifies strategies for improving health, participation and performance and discusses the links between individual health behaviour, social issues and community health status</td>
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<td>● demonstrates a detailed understanding of the interrelated roles of individuals, groups and governments in the management and promotion of health</td>
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<td>● demonstrates an understanding of the interrelationships between the various factors that impact on physical performance</td>
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<td>● supports particular arguments thoroughly by using relevant examples and current information on health, participation and performance</td>
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<td><strong>B 4</strong></td>
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<td>● demonstrates a clear understanding of the broad concepts that relate to personal health and physical performance</td>
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<td>● relates strategies for managing the major causes of sickness and death to the contributing risk factors</td>
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<td>● demonstrates a sound understanding of the roles of individuals, groups and governments in promoting health</td>
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<td>● describes a range of factors that affect the quality of physical performance</td>
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<td>● communicates information in a clear and logical way providing some examples about health, participation and performance</td>
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| B 3 | • uses basic definitions and facts when explaining health and physical performance concepts  
• identifies the major causes of sickness and death and understands that a healthy lifestyle is a desirable goal  
• demonstrates an understanding of the need for government and community action in relation to promoting health  
• identifies some relevant factors which influence physical performance  
• provides basic support for the arguments presented on health, participation and performance |
| B 2 | • recalls some simple facts and writes brief descriptions  
• demonstrates an understanding of elementary terms and recognises simple cause and effect relationships as they apply to health and movement  
• outlines some factors affecting health and identifies relevant illness prevention measures  
• demonstrates an understanding of general movement principles  
• provides limited support for the arguments presented on health, participation and performance |

**Teacher Comment**

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