# Health and movement science Stage 6 (Year 11) – Core 2 – sample assessment task notification



This resource has been designed to support teachers by providing a range of tasks based on syllabus content and can be modified to suit individual school contexts and procedures as required.

## Submission details

On completing the task, students will submit:

* a short profile of the athlete
* a hypothetical energy graph for the athlete
* a recording or transcript of the conversation between the head coach and the athlete
* a justification of why the athlete was not able to sustain the intensity they desired
* suggestions for what the athlete could have done both prior to, and during the sport, event, match or race they competed in.

## Task description

**Type of task:** application of learning from the energy systems depth study.

**Outcomes:**

* analyses the systems of the body in relation to movement **HM-11-03**
* Analysis: analyses the relationships and implications of health and movement concepts **HM-11-06**
* Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes **HM-11-07**
* Problem-solving: proposes and evaluates solutions to health and movement issues **HM-11-09**

**Content:** Year 11 Core 2 – The body and mind in motion

**Weighting:** 30%

This assessment is designed to follow the experiences and discussions of the **Energy systems preliminary depth study**. This resource can be accessed on the [Planning, programming and assessing PDHPE 11-12 curriculum webpages](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12).

### ****The task****

Students will assume the role of a head sports coach reviewing an athlete’s performance after an event. The case study below provides an overview of the athlete’s reflection on their performance in a sport, event, match or race they competed in. Using the information in the case study, students are to complete a written or verbal submission.

#### Case study

The athlete felt like they didn’t perform as well as they could have. The athlete has reported that they felt tired and fatigued towards the end of the sport, event, match or race and that their body could not sustain the level of intensity needed, despite how hard they tried.

#### The submission

As the role of head sports coach, students use the information provided in the case study to create the following:

* A short profile of the athlete, including the level (recreational or elite) and the sport, event, match or race they competed in. Where students select an athlete playing a team sport, they should specify the athlete’s specific position.
* A hypothetical energy graph for the athlete, demonstrating the interplay of energy systems during their performance.
* A recording or transcript of the conversation between the head sports coach and the athlete analysing the interplay of the energy systems for the sport, event, match or race they competed in. The conversation could include:
* reference to fuel sources
* efficiency of ATP production
* duration of event
* recruitment or use of the energy systems at different points in the sport, event, match or race they competed in
* intensity of performance at different points in the sport, event, match or race they competed in and the relationship to interplay of the energy systems
* rate of recovery
* causes of fatigue.
* A justification of why the athlete was not able to sustain the intensity they desired in the final stage of the sport, event, match or race they competed in. Specific examples must be used to support the justification.
* Suggestions for what the athlete could have done both prior to, and during the sport, event, match or race they competed in to ensure they were able to sustain the desired intensity in the final stages.

## Marking guidelines

Table 1 – assessment marking guidelines

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| Mark | Marking guideline descriptors |
| 10-9 | * Demonstrates a comprehensive understanding of the interplay between the ATP-PCr, Glycolytic (Lactic Acid) and Aerobic energy systems
* Shows a clear relationship between the profile of the athlete (the position, the situation of the sport, event, match or race they competed in) and the interplay of the energy systems
* Draws out a variety of implications this relationship has on movement and performance in the final stages of the sport, event, match or race they competed in
* Provides substantiated justifications of why the athlete was fatigued in the final stages of the sport, event, match or race they competed in highlighting the features of each energy system and the interrelationships between energy systems
* Provides a variety of valid suggestions for what the athlete could have done prior and during the sport, event, match or race they competed in to sustain the desired intensity
* Communicates with the athlete in a clear and logical manner
* Supports the response with relevant examples that are specific to the sport, event, match or race they competed in and position chosen
 |
| 8-7 | * Demonstrates a thorough understanding of the interplay between the ATP-PCr, Glycolytic (Lactic Acid) and Aerobic energy systems
* Shows a relationship between the profile of the athlete (the position, the situation of the sport, event, match or race they competed in) and the interplay of the energy systems
* Draws out implication(s) of this relationship on movement and performance in the final stages of the sport, event, match or race they competed in
* Provides a justification of why the athlete was fatigued in the final stages of the sport, event, match or race they competed in highlighting the features of energy systems and the interrelationship between energy systems
* Provides a valid suggestion regarding what the athlete could have done prior and during the sport, event, match or race they competed in and correctly links these to post sport, event, match or race recovery
* Communicates with the athlete in a clear and logical manner
* Supports the response with examples that relate to the sport, event, match or race they competed in and/or the position chosen
 |
| 6-5 | * Demonstrates a sound understanding of the interplay between the ATP-PCr, Glycolytic (Lactic Acid) and Aerobic energy systems
* Makes evident some relationships between the energy systems, the athlete and/or participation and performance in the final stages of the sport, event, match or race they competed in
* Provides some relevant examples
* Attempts to give reasoning or vague reasoning on why the athlete was fatigued in the final stages of the sport, event, match or race they competed in making some links to the interrelationship between energy systems
 |
| 4-3 | * Provides characteristics and features of the use of energy system(s) in the practical activity
* Attempts to show the relationships between the energy systems and/or the athlete and/or participation and performance in the final stages of the sport, event, match or race they competed in
* Provides some examples
 |
| 2-1 | * Sketches energy systems in general terms
* Provides an example(s) of energy systems
 |

## Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the PDHPE curriculum team by emailing PDHPEcurriculum@det.nsw.edu.au.

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [School Success Model](https://education.nsw.gov.au/public-schools/school-success-model/school-success-model-explained)

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/about-us/strategies-and-reports/school-excellence-and-accountability/school-excellence#:~:text=SPaRO%20platform.-,School%20Excellence%20Framework,-The%20school%20planning) element of assessment (formative assessment, summative assessment, student engagement).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 5.1.2, 5.4.2.

**Consulted with**: PDHPE Community of Learners

**NSW Syllabus**: [Health and Movement Science 11–12 Syllabus](https://curriculum.nsw.edu.au/syllabuses/health-and-movement-science-11-12-2023)

**Syllabus outcomes**: HM-11-03, HM-11-06, HM-11-07, HM-11-09

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**Related resources**: further resources to support Health and movement science Stage 6 can be found on the [Planning, programming and assessing PDHPE 11-12 curriculum webpage](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12) and the [HSC hub](https://hschub.nsw.edu.au/).

**Professional learning**: relevant professional learning is available on the [PDHPE statewide staffroom.](https://teams.microsoft.com/l/team/19%3A93bb42a54e4b4779b28ab5b737b9e642%40thread.tacv2/conversations?groupId=d759a943-a680-4d0b-bdfe-88a8998f709e&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991)

**Universal Design for Learning**: [Curriculum planning for every student in every classroom](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning). Support the diverse learning needs of students using inclusive teaching and learning strategies.

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