Health and movement science Stage 6 (Year 12)

Focus area 2 – sample assessment task notification – improving performance in football (soccer)

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.

Contents

[Submission details 2](#_Toc174522384)

[Task description 3](#_Toc174522385)

[The task 3](#_Toc174522386)

[The submission 4](#_Toc174522387)

[Marking guidelines 5](#_Toc174522388)

[Support and alignment 7](#_Toc174522389)

[References 9](#_Toc174522390)

# Submission details

On completing the task, students will submit:

* a one-page written response in the format of a cover letter (10 marks)
* one piece of work completed as part of the Improving performance in football depth study
* a bibliography, citing any additional references used.

# Task description

**Type of task:** written response in the format of a one-page cover letter.

**Outcomes:**

* investigates factors that impact movement and performance **HM-12-04**
* Analysis: critically analyses the relationships and implications of health and movement concepts **HM-12-06**
* Communication: communicates health and movement concepts using modes appropriate to a range of audiences and contexts **HM-12-07**

**Content:** Year 12 Focus area 2 – Training for improved performance

**Weighting:** 20%

[Health and Movement Science 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/pdhpe/health-and-movement-science-11-12-2023/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

This assessment is designed to follow the experiences and discussions of the **Year 12 Focus area 2 – depth study – improving performance in football (soccer)**. 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 one of the following professions:

* coaching staff
* nutritionist
* psychologist
* physiotherapist
* biomechanist
* sports scientist.

They have been completing an internship with an A-League football (soccer) team for the past year, and now wish to apply for a full-time role with a new A-League team. Students write and submit a cover letter for a job application to work with an A-League football team in their field of expertise. The application should demonstrate a clear understanding of the responsibilities of the role, which has been established through the completion of the depth study, and must detail specific examples of their successful work in this field. It must also demonstrate how they would work in collaboration with at least one other professional in a different role to enhance the success of a football team.

### The submission

A one-page cover letter applying for a job with an A-League team detailing the following:

* the position they are applying for
* an understanding of the responsibilities of the role
* an understanding of how the role impacts individual/team performance
* specific examples of successful work in this position (this should be directly related to activities completed in the depth study)
* examples of how they have worked with at least one colleague from a different profession in the team (coaching staff, nutritionist, psychologist, physiotherapist, biomechanist or sports scientist) to achieve team success.

Students must also attach a piece of work that evidences an example of the work they have produced during their internship. This should be sourced from the activities in the **Year 12** **Focus area 2 – depth study – improving performance in football (soccer)**, for example, a training schedule, nutrition plan, rehabilitation plan, notes detailing successful psychological strategy interventions. Students should refer to this in their cover letter.

**Note:** students should be supported in developing literacy skills to write for this specific context, considering persuasive writing techniques, the target audience, structure of a cover letter and appropriate vocabulary.

# Marking guidelines

Table 1 – assessment marking guidelines

|  |  |
| --- | --- |
| Mark | Marking guideline descriptors |
| 10–9 | * Demonstrates a comprehensive understanding of factors relevant to the chosen role (coaching staff, nutritionist, psychologist, physiotherapist, biomechanist or sports scientist) that impact movement and performance for a football team and players * Shows clear relationships between the assumed role (coaching staff, nutritionist, psychologist, physiotherapist, biomechanist or sports scientist) and improvement in performance of a football team and players * Draws out a variety of implications this relationship has on performance in football * Provides substantiated justifications of why the assumed role is important to improving performance for a football team and players in collaboration with at least one other role * Communicates consistently using persuasive writing techniques in a clear and logical manner * Supports the response with relevant examples that are specific to football |
| 8–7 | * Demonstrates a thorough understanding of factors relevant to the chosen role (coaching staff, nutritionist, psychologist, physiotherapist, biomechanist or sports scientist) that impact movement and performance for a football team and players * Shows relationships between the assumed role (coaching staff, nutritionist, psychologist, physiotherapist, biomechanist or sports scientist) and improvement in performance of a football team and players * Draws out implication(s) this relationship has on performance in football * Provides a justification of why the assumed role is important to improving performance for a football team and players in collaboration with at least one other role * Communicates using persuasive writing techniques in a clear and logical manner * Supports the response with examples that relate to football |
| 6–5 | * Demonstrates a sound understanding of factors relevant to the chosen role (coaching staff, nutritionist, psychologist, physiotherapist, biomechanist or sports scientist) that impact movement and performance for a football team and players * Makes evident some relationships between the assumed role (coaching staff, nutritionist, psychologist, physiotherapist, biomechanist or sports scientist) and improvement in performance of a football team and players * Attempts to give reasoning or vague reasoning of why the assumed role is important to improving performance for a football team and players in collaboration with at least one other role * Provides some relevant football examples |
| 4–3 | * Provides characteristics and features of factors that impact movement and performance in football * Attempts to show the relationships between a role (coaching staff, nutritionist, psychologist, physiotherapist, biomechanist or sports scientist) and improvement in performance of a football team and players * Provides some examples |
| 2–1 | * Sketches factors that impact movement and performance in general terms * Provides an example(s) |

# 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](mailto:PDHPEcurriculum@det.nsw.edu.au).

**Differentiation:** further advice to support Aboriginal and/or Torres Strait Islander students, EAL/D students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment:** further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage.

**Explicit teaching:** further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education)

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) 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

**Syllabus outcomes**: HM-12-04, HM-12-06, HM-12-07

**Author**: PDHPE Curriculum Team

**Publisher**: State of NSW, Department of Education

**Resource**: Assessment task notification

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

**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).

**Creation date**: 25 July 2024

**Rights**: © State of New South Wales, Department of Education.

# References

This resource contains NSW Curriculum and syllabus content. The NSW Curriculum is developed by the NSW Education Standards Authority. This content is prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

Please refer to the NESA Copyright Disclaimer for more information <https://educationstandards.nsw.edu.au/wps/portal/nesa/mini-footer/copyright>.

NESA holds the only official and up-to-date versions of the NSW Curriculum and syllabus documents. Please visit the NSW Education Standards Authority (NESA) website <https://educationstandards.nsw.edu.au/> and the NSW Curriculum website [https://curriculum.nsw.edu.au](https://curriculum.nsw.edu.au/).

[Health and Movement Science 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/pdhpe/health-and-movement-science-11-12-2023/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

**© State of New South Wales (Department of Education), 2024**

The copyright material published in this resource is subject to the *Copyright Act 1968* (Cth) and is owned by the NSW Department of Education or, where indicated, by a party other than the NSW Department of Education (third-party material).

Copyright material available in this resource and owned by the NSW Department of Education is licensed under a [Creative Commons Attribution 4.0 International (CC BY 4.0) license](https://creativecommons.org/licenses/by/4.0/).

[](https://creativecommons.org/licenses/by/4.0/)

This license allows you to share and adapt the material for any purpose, even commercially.

Attribution should be given to © State of New South Wales (Department of Education), 2024.

Material in this resource not available under a Creative Commons license:

* the NSW Department of Education logo, other logos and trademark-protected material
* material owned by a third party that has been reproduced with permission. You will need to obtain permission from the third party to reuse its material.

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

If you use the links provided in this document to access a third-party's website, you acknowledge that the terms of use, including licence terms set out on the third-party's website apply to the use which may be made of the materials on that third-party website or where permitted by the Copyright Act 1968 (Cth). The department accepts no responsibility for content on third-party websites.