



Government of **Western Australia**
School Curriculum and Standards Authority

SAMPLE ASSESSMENT TASKS

HEALTH, PHYSICAL AND OUTDOOR EDUCATION
FOUNDATION YEAR 12

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample assessment task

Health, Physical and Outdoor Education – Foundation Year 12

C12.1 – Healthy lifestyles

Task 1 – Unit 3

Assessment type: Project

Conditions

Period allowed for completion of the task: three weeks

Task weighting

7.5% of the school mark for this pair of units

For a seven-day period, record all your food and drink consumption and physical activities.

Part 1 (15 marks)

For each of the **five** Australian Dietary Guidelines:

- (a) Discuss how you have met or not met the guidelines (2 marks)
- (b) Provide **one** example of how you have met or have not met one or more of the guidelines. (1 mark)

Part 2 (6 marks)

Compare your overall dietary intake to the Australian Dietary Guidelines and make three suggestions as to how you could improve your diet. Provide an example for each suggestion.

Part 3 (18 marks)

For each of the Australian Physical Activity and Sedentary Behaviour Guidelines:

- (a) Discuss how your physical activity levels compare to the guidelines (2 marks)
- (b) Provide **one** example of what you did to meet one or more of the guidelines or how you can change your daily routine to meet one or more of the guidelines. (1 mark)

Part 4 (6 marks)

Compare your overall level of physical activity to the Australian Physical Activity and Sedentary Behaviour Guidelines and make **three** suggestions as to how you could improve. Provide an example for each suggestion.

Note: As part of the formative assessment process for this task, students' drafts must be checked for the accuracy of the literacy and numeracy aspects embedded in the task and highlighted at the front of the syllabus.

Marking key for sample assessment task 1 – Unit 3

Marking criteria	Marks allocated
<p>Part 1 For each of the five Australian Dietary Guidelines:</p> <p>(a) Discuss how you have met or not met the guideline 2 marks for a clear and concise* description of how each was met 1 mark for a simple description with minimal detail</p> <p>(b) Provide one example of how you have met or have not met the guidelines 1 mark for each appropriate example</p>	<p>1–10</p> <p>1–5</p>
<p>Part 2 Compare your overall dietary intake to the Australian Dietary Guidelines and make three suggestions as to how you could improve. Provide an example for each suggestion. 1 mark for an appropriate suggestion for improvement (maximum 3 marks) 1 mark for each example (maximum 3 marks)</p>	1–6
<p>Part 3 For each of the Australian Physical Activity and Sedentary Behaviour Guidelines:</p> <p>(a) Discuss how your physical activity levels compare to the guidelines 2 marks for a clear and concise* description of how each compared 1 mark for a simple description with minimal detail</p> <p>(b) Provide one example of how you have met one or more of the guidelines or how you can change your daily routine to meet one or more of the guidelines 1 mark for appropriate example</p>	<p>1–12</p> <p>1–6</p>
<p>Part 4 Compare your overall level of physical activity to the Australian Physical Activity and Sedentary Behaviour Guidelines and make three suggestions as to how you could improve. Provide an example for each suggestion. 1 mark for an appropriate suggestion for improvement (maximum 3 marks) 1 mark for each example (maximum 3 marks)</p>	1–6
Total marks	45

* **Note:** In this course, the phrase ‘clear and concise’ is included in the marking key because raw content knowledge must be supported by the student demonstrating control of how to share this knowledge effectively; this includes correct spelling and grammar.

Sample assessment task

Health, Physical and Outdoor Education – Foundation Year 12

E12.9 – Outdoor adventure activities: skills and techniques 2

Task 9 – Unit 4

Assessment type: Performance

Conditions

Period allowed for completion of the task: three weeks

Task weighting

20% of the school mark for this pair of units

What you need to do

Develop the mountain biking skills identified below. You will be provided with 4–6 weeks of practice and feedback to help you develop the required skills/strategies:

- correct use of personal protective equipment (3 marks)
- minimising environmental impact
 - plan ahead and prepare (3 marks)
 - travel on durable surfaces (3 marks)
 - respect wildlife (3 marks)
 - be considerate of your hosts and others (3 marks)
- correct use of equipment (3 marks)
- braking (3 marks)
- balancing (3 marks)
- hill climbing/descending (3 marks)
- cornering/riding (3 marks)

All skills are assessed taking into consideration the observation points of each skill strategy. When allocating a final mark, teachers should consider a student's consistency in demonstrating the observation points considered vital to the performance of that skill.

The observation points under each skill strategy are to be used as a guide (but not a checklist) to assist in the allocation of marks. These points may be altered slightly to accommodate variations in locations and equipment used.

Marking key for sample assessment task 9 – Unit 4

Description	Marks
Correct use of personal protective equipment	/3
<ul style="list-style-type: none"> • sunglasses, goggles • helmet on, fitted and secured when on bike • hat when in the sun (under helmet) • long sleeves/pants • apply and reapply sun cream • gloves • appropriate footwear 	1–3
Minimising environmental impact – Plan ahead and prepare	/3
<ul style="list-style-type: none"> • regulations and special concerns for the area to be visited • appropriate clothing • bike check before the ride • food for longer rides and repackaged to minimise waste • sufficient water in appropriate container 	1–3
Minimising environmental impact – Travel on durable surfaces	/3
<ul style="list-style-type: none"> • rides only on the track: does not detour but dismounts and walks • brakes gently before corners – avoids skidding to protect the track’s surface from erosion • avoids regeneration areas and places where impacts are just beginning • avoids cutting corners so as to not widen tracks • avoids mud and soft entrances/exits around water to reduce erosion 	1–3
Minimising environmental impact – Respect wildlife	/3
<ul style="list-style-type: none"> • sticks to the track • observes wildlife from a distance – does not follow or approach them • travels quietly • avoids wildlife, especially during sensitive times: mating, nesting or when with their young • never feeds native animals 	1–3
Minimising environmental impact – Be considerate of your hosts and others	/3
<ul style="list-style-type: none"> • respects signage and follows rules • respects other visitors and the quality of their experience • yields to climbing cyclists when descending • slows down at blind spots • behaves courteously by giving way to other users • stops, talks quietly and moves off the track if there are horseback riders • does not race on recreational tracks • lets nature’s sounds prevail – avoids loud voices and noises 	1–3
Correct use of equipment	/3
<ul style="list-style-type: none"> • selects correct size bike, i.e. correct frame size • bike maintenance <ul style="list-style-type: none"> ▪ has suitably equipped tool kit ▪ bike is set up correctly (saddle position, saddle height, handlebar height and distance from saddle to handlebars) ▪ correct tyre pressure ▪ able to adjust brakes ▪ able to put chain back on/fix broken chain ▪ able to change an inner tube ▪ able to fix a puncture 	1–3

Description	Marks
Braking	/3
<ul style="list-style-type: none"> applies pressure slowly on appropriate lever pedals in parallel position stands on pedals with body off the seat hips are positioned behind the seat able to maintain control back wheel remains on the ground little to no skidding able to stop on designated point 	1–3
Balancing	/3
<ul style="list-style-type: none"> demonstrates balance through correct posture when riding: <ul style="list-style-type: none"> along a straight line, approximately 5m long, as slowly as possible over bumps, e.g. height of a standard kerb, small tree roots and logs through a shallow water crossing (with smooth bottom) through small sections of gravel/pebbles/small rocky areas through small sections of sand 	1–3
Hill climbing/descending	/3
<p>Hill climbing (moderate incline, short distances)</p> <ul style="list-style-type: none"> rides in a forward position with weight over handlebars rides in a seated/standing position, when appropriate both wheels remain on the ground appropriate gear selection to maintain cadence <p>Hill descending (moderate incline, short distances)</p> <ul style="list-style-type: none"> parallel pedals stands up on pedals body weight backwards (behind the seat) braking (controlling the bike using the brake) 	1–3
Cornering/riding	/3
<p>Cornering</p> <ul style="list-style-type: none"> enters wide cuts to the apex exits wide braking (controlling the bike using the brake) outside pedal down <p>Riding</p> <ul style="list-style-type: none"> selects best riding position on track maintains a straight line on straight gravel roads maintains a comfortable cadence by selecting the most appropriate gear displays safe riding behaviours negotiates obstacles in a safe manner able to select correct gears to establish effective cadence 	1–3
Total	/30
<p>3 marks – Consistently displays all of the required behaviours</p> <p>2 marks – Consistently displays most of the required behaviours</p> <p>1 mark – Displays some of the required behaviours</p> <p>0 marks – Rarely displays the required behaviours</p>	

Sample assessment task

Health, Physical and Outdoor Education – Foundation Year 12

E12.6 – Management of sporting injuries

Task 6 – Unit 3 and Unit 4

Assessment type: Response

Conditions

Period allowed for completion of the task: one hour

Task weighting

10% of the school mark for this pair of units

Topic test **(37 marks)**

1. When dealing with a sporting injury, two principles that should be followed are referred to as RICER and (No) HARM. Identify what is meant by each letter of these and give a brief description.

RICER

R _____

_____ (2 marks)

I _____

_____ (2 marks)

C _____

_____ (2 marks)

E _____

_____ (2 marks)

R _____

_____ (2 marks)

HARM

H _____

(2 marks)

A _____

(2 marks)

R _____

(2 marks)

M _____

(2 marks)

2. Explain what each of the following mean in terms of sporting injuries:

strain

(2 marks)

bruise

(2 marks)

sprain

(2 marks)

3. List **three** signs of soft tissue injuries.

(1 mark)

(1 mark)

(1 mark)

4. Identify **two** pieces of protective equipment used in a sport you know and, for each piece, describe a way that it can be used incorrectly.

(2 marks)

(2 marks)

5. Identify **three** rules that are modified for certain levels of participation (such as juniors, social competitions or elite level) in a sport you know.

Rule: _____

(1 mark)

Rule: _____

(1 mark)

Rule: _____

(1 mark)

6. List **three** ways in which a sporting environment can be made safer for participants.

(1 mark)

(1 mark)

(1 mark)

Marking key for sample assessment task 6

	Marks
<p>1. When dealing with a sporting injury, two principles that should be followed are referred to as RICER and (No) HARM. Identify what is meant by each letter of these and give a brief description.</p> <p>RICER (1 mark for identification and 1 mark for appropriate description)</p> <ul style="list-style-type: none"> • Rest: stopping and avoiding movement • Ice: applying ice or a cold pack to the injury • Compression: use of bandage or similar material to the injury • Elevation: raising the injured body part to assist with bleeding or swelling • Referral: injured person referred to a medical practitioner for appropriate treatment <p>HARM (1 mark for identification and 1 mark for appropriate description)</p> <ul style="list-style-type: none"> • Heat: avoid anything that will increase the temperature of the injured area, such as heat packs, showers or baths • Alcohol: avoid consumption of alcohol as this may increase bleeding or swelling • Running: refrain from running or movement as this may cause further damage • Massage: this can increase blood flow and, in doing so, increase bleeding in the area 	<p>1–10</p> <p>1–8</p>
<p>2. Explain what each of the following mean in terms of sporting injuries:</p> <ul style="list-style-type: none"> • Strain: a soft tissue injury that involves either a muscle or tendon • Bruise: mark on the skin that is caused by the injury to small blood vessels under the skin • Sprain: a joint injury that involves the tearing of ligaments and joint capsule <p>2 marks for a clear and concise* description of each injury 1 mark for a simple description with minimal detail</p>	<p>1–6</p>
<p>3. List three signs of soft tissue injuries.</p> <p>Answers can include any three of:</p> <ul style="list-style-type: none"> • pain • swelling • tenderness • discolouration • bleeding • muscle spasms • breathing difficulty • deformity of body part <p>1 mark for each sign</p>	<p>1–3</p>
<p>4. Identify two pieces of protective equipment used in a sport you know and for each piece describe a way that it can be used incorrectly.</p> <p>Answers can include any two of:</p> <ul style="list-style-type: none"> • Shin guards: not covering the shin (twisted); too small; too large • Mouth guard: incorrect size; badly fitting • Gloves: wrong size; not fastened to hands correctly <p>or other appropriate response</p> <p>1 mark for each piece of protective equipment 1 mark for a method of incorrect use</p>	<p>1–4</p>

	Marks
<p>5. Identify three rules that are modified for certain levels of participation (such as juniors, social competitions or elite level) in a sport you know.</p> <p>Answers can include:</p> <ul style="list-style-type: none"> • Smaller implements • Increased use of body protection • Softer material used for equipment materials <p>or other appropriate response</p> <p>1 mark for appropriate modified rule</p>	1-3
<p>6. List three ways in which a sporting environment can be made safer for participants.</p> <p>Answers can include:</p> <ul style="list-style-type: none"> • Padded equipment, such as goal posts (can be related to a specific sport) • Smaller playing field or modified layout • Shorter playing time <p>or other appropriate response</p> <p>1 mark for appropriate modification of a sporting environment</p>	1-3
Total	/37

Note: In this course, the phrase 'clear and concise' is included in the marking key because raw content knowledge must be supported by the student demonstrating control of how to share this knowledge effectively.