



SAMPLE ASSESSMENT TASKS

HEALTH, PHYSICAL AND OUTDOOR EDUCATION
FOUNDATION YEAR 11

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Sample assessment task

Health, Physical and Outdoor Education – Foundation Year 11

C11.1 – Fitness for health

Task 1 – Unit 1

Assessment type: Project

Conditions

Period allowed for completion of the task: 3 weeks

Task weighting

10% of the school mark for this pair of units

Create an appropriate table to record the information for parts 1 and 2.

Part 1

Working with a partner, complete a fitness test and measure and record the performances of you and your partner on each of the following five components:

- cardiovascular endurance
- muscular strength
- flexibility
- muscular endurance
- body composition. (5 marks)

Part 2

- (a) Research the age related standards that relate to each test. (5 marks)
- (b) Compare your results as well as those of your partner with the age related standards commenting on whether each result is considered a strength or a weakness. (10 marks)

Part 3

Use the FITT principle to guide you in the development of a training program that will improve each of the weaker components of your fitness

- (a) select the three weaker components in your fitness profile (2 marks)
- (b) select one exercise to improve each component of fitness selected (3 marks)
- (c) describe each exercise (6 marks)
- (d) for each of the four components of fitness outline how the guidelines of the FITT principle are implemented. (12 marks)

Marking key for sample assessment Task 1 – Unit 1

Marking criteria	Marks allocated
Part 1 1 mark for each appropriate test result that measures a component of fitness (must be for both the student and their partner)	1–5
Part 2 (a) 1 mark for age related standard provided for each component of fitness (b) 1 mark for accurate comparison between test result and standard for the results of the student and 1 mark for accurate comparison between test result and standard for the results of the partner	1–5 1–10
Part 3 (a) select the three weaker components in your fitness profile <ul style="list-style-type: none"> • 2 marks for correct identification of the three weakest components • 1 mark for identification of one or two of the weakest components 	1–2
(b) select one exercise to improve each component of fitness selected <ul style="list-style-type: none"> • 1 mark for an exercise that will improve each component of fitness 	1–3
(c) describe each exercise (for each exercise) <ul style="list-style-type: none"> • 2 marks for a detailed description of the exercise • 1 mark for a brief simplistic description of the exercise 	1–6
(d) for each of the four components of fitness outline how the guidelines of the FITT principle are implemented <ul style="list-style-type: none"> • 1 mark for outlining correctly how each guideline of the FITT principle (frequency, intensity, time, type) is implemented in improving each of the three components selected 	1–12
Total marks	43

Sample assessment task

Health, Physical and Outdoor Education – Foundation Year 11

E11.7 – Team games and sports

Task 6 – Unit 1

Assessment type: Performance

Conditions

Period allowed for completion of the task: 3 weeks

Task weighting

20% of the school mark for this pair of units

What you need to do

Part A

Perform the following skills from the School Curriculum and Standards Authority basketball support materials (support materials for practical examinations):

- (a) control dribble
- (b) shot – free throw
- (c) lay-up
- (d) contested pass
- (e) shot – one dribble jump shot.

All skills are assessed on a scale of 0–6, taking into consideration the observation points of each skill.
(50% of this task)

Part B

Participate in a game of basketball and perform the following skills in offence and defence:

- (a) use of space
- (b) positioning
- (c) execution of skills
- (d) decision making.

(50% of this task)

Resources

- School Curriculum and Standards Authority Physical Education Studies Basketball DVD (available from the School Curriculum and Standards Authority)
- School Curriculum and Standards Authority Physical Education Studies Basketball support booklet, available from www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Physical_Education_Studies

Note

This assessment is a sample only, and includes an assortment of basic basketball skills. Teachers are advised to select skills congruent with content that is taught.

Skill 1: Control dribble

A. SKILL – demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action i.e. consistency, precision, fluency and control.

B. CONTEXT – game pressure, pace, skill and intensity of opponent and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

- feet shoulder width apart (staggered stance)
- knees bent
- straight back
- head and eyes up

Execution

- extension of the elbow to create a pushing action
- finger pads used to contact the ball
- ball below waist level at all times
- non-dribbling hand (lead) between waist and shoulder height (parallel to the ground)
- ball contacts the ground adjacent to trail foot (rear)

Completion

- ball comes back into the hand at hip height

Outcome

- ball possession is maintained

D. MARK ALLOCATION

Mark	Observable key skill components <u>described in C:</u> Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

Skill 2: Shot – free throw

A. SKILL – demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action i.e. consistency, precision, fluency and control.

B. CONTEXT – game pressure, pace, skill and intensity of opponent and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

- body balanced with weight on balls of feet
- eyes focused on the target
- finger pads spread on the ball with elbow under the ball
- knees flexed

Execution

- extension of legs to provide vertical lift
- shooting hand under the ball, wrist flexed (90° between forearm and wrist)
- ball raised vertically through line of sight
- arm extension to full elbow lock and wrist snap
- the ball is released just before reaching full leg extension

Completion

- follow through position is held with middle three fingers directed at the target until the ball hits the rim
- body rises up onto the balls of the feet and balance is held until the ball hits the rim
- follow through position of arms is held, usually for two counts, or until the ball hits the rim
- ball travels with back spin

Outcome

- goal scored

D. MARK ALLOCATION

Mark	Observable key skill components <u>described in C:</u> Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

Skill 3: Lay-up

A. SKILL – demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action i.e. consistency, precision, fluency and control.

B. CONTEXT – game pressure, pace, skill and intensity of opponent and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

- dribble with control
- eyes on the basket
- ball in both hands in the movement to the basket
- once dribble has ceased – foot work is: right, left (jump) for a right-hand lay-up

Execution

- movement to near side of the basket to create appropriate angle
- RH – flexion of left knee to apply vertical force, right leg at 90° and driving up (knee at waist height)
- elbow extension of shooting arm allowing for one-hand release
- wrist flexion and finger extension to release ball at maximum height
- height of elbow at release on or above eye level, in front of shooting eye (right eye, right hand)

Completion

- ball contacts top corners of small square (on a 45° lay-up)
- balanced landing with flexion of knees to absorb impact

Outcome

- goal scored

D. MARK ALLOCATION

Mark	Observable key skill components described in C: Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

Skill 4: Pass (contested)

A. SKILL – demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action i.e. consistency, precision, fluency and control.

B. CONTEXT – game pressure, pace, skill and intensity of opponent and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

- offensive stance (Triple Threat)
- ball gripped strongly with pads of fingers
- overhead: hands on the sides of the ball
- push: one hand behind the ball with fingers up and other hand on the side of the ball with fingers forwards

Execution

- recognition of target
- selection of space (over/under defender's arms or overhead) to deliver pass
- elbows are flexed to draw the ball above the head or for a push pass to the side of the body
- force is transferred by stepping toward target, transferring weight to front foot and extending the elbow

Completion

- optimal angle of release with appropriate force to reach the target

Outcome

- accuracy (ball hits receiver's target hand)

D. MARK ALLOCATION

Mark	Observable key skill components <u>described in C:</u> Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

Skill 5: Shot – one dribble jump shot

A. SKILL – demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action i.e. consistency, precision, fluency and control.

B. CONTEXT – game pressure, pace, skill and intensity of opponent and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Preparation

- Triple Threat position
- onside – RH (dribble with right hand)
- crossover – the ball is ripped to opposite hip then dribble

Execution

- extension of legs to provide power and execute vertical jump
- elbow at 90° pointing at the basket, shooting hand under the ball
- arm extends upward
- ball released just before maximum height of jump

Completion

- leaving the ground and landing are on the same spot on the balls of the feet in a bouncing action for a 2-count
- follow through position is held with middle three fingers directed at the target until the ball hits the rim
- follow through position of arms is held, usually for two counts, until the ball hits the rim
- ball travels with back spin

Outcome

- goal scored

D. MARK ALLOCATION

Mark	Observable key skill components <u>described in C:</u> Preparation, Execution, Completion, and Outcome
6	Always demonstrates the observation points
5	Almost always demonstrates the observation points
4	Demonstrates reasonable skill level more than 50% of the time
3	Demonstrates adequate skill level approximately 50% of the time
2	Demonstrates adequate skill level less than 50% of the time
1	Rarely demonstrates adequate skill level
0	Does not demonstrate minimum skill level

GAME PERFORMANCE

A. SKILL – demonstration of skills in competitive situations will be assessed taking into account the combination of four elements of an action i.e. consistency, precision, fluency and control.

B. CONTEXT – game pressure, pace, skill and intensity of opponent and team mates, playing area, environmental conditions etc. may affect performance and should be taken into account when marking.

C. KEY SKILL COMPONENTS

Tactical problems	Offence	Defence
Use of space	<ul style="list-style-type: none"> runs to create options creates and maintains space blocks opposition to allow team mate to attack 	<ul style="list-style-type: none"> reads play and moves to man or zone defence blocks attacking players is ready to force turnover
Positioning	<ul style="list-style-type: none"> anticipates ball movement and moves to effective attacking position blocks defensive players creates and maintains space creates attacking goal shooting options 	<ul style="list-style-type: none"> anticipates ball movement and moves to effective defensive position blocks offensive players moves quickly in turnovers
Execution	<ul style="list-style-type: none"> uses ball skills effectively follows up to be involved in play 	<ul style="list-style-type: none"> uses ball skills effectively under pressure follows up after passing or blocking
Decision making	<ul style="list-style-type: none"> uses skill creatively shows evidence of strategic thinking in attacking moves 	<ul style="list-style-type: none"> uses skill creatively shows evidence of strategic thinking in blocking attack
Mark	10	10
Total	20	

D. MARK ALLOCATION

Mark	Observable key skill components <u>described in C:</u> Use of space, Positioning, Execution, and Decision making
9–10	Always demonstrates skills at an exceptional level under pressure
7–8	Consistently demonstrates skills under pressure
5–6	Frequently demonstrates appropriate skills, but not as intense as (7–8)
3–4	Demonstrates adequate skill level
1–2	Demonstrates low level of skill
0	Does not demonstrate minimum skill level

Sample assessment task

Health, Physical and Outdoor Education – Foundation Year 11

E11.3 – Coaching

Task 5 – Unit 1

Assessment type: Response

Conditions

Period allowed for completion of the task: 1 hour

Task weighting

5% of the school mark for this pair of units

Topic test **(37 marks)**

1. An effective coach is said to have a number of important skills and characteristics. Give an example of how each of those below may be used in a training session:

organisation skills

(2 marks)

communication skills

(2 marks)

good role model

(2 marks)

2. List **two (2)** characteristics for each of the coaching styles below:

authoritarian

(2 marks)

easy going

(2 marks)

intense

(2 marks)

3. List **three (3)** behaviours that should be displayed by a coach according to the Australian Sports Commission Coach Code of Behaviour.

(1 mark)

(1 mark)

(1 mark)

4. What are the **four (4)** parts of a coaching session?

i. _____

ii. _____

iii. _____

iv. _____

(4 marks)

5. What is the legal requirement for anyone who wants to work in an area where children are present?

(1 mark)

6. What are the **five (5)** stages in teaching a specific sport skill?

i. _____

ii. _____

iii. _____

iv. _____

v. _____

(5 marks)

7. If you were the coach of a young team, how could you make a playing environment safe for your players? In your answer you must include and provide an example of each area below:

matching of player abilities

selection of equipment

supervision

appropriate behaviour

(12 marks)

Marking key for sample assessment Task 5 – Unit 1

	Marks
<p>1. An effective coach is said to have a number of important skills and characteristics. Give an example of how each of those below may be used in a training session:</p> <p>For each of:</p> <ul style="list-style-type: none"> • organisation skills • communication skills • good role model <p>2 marks for an appropriate example that is clear and concise 1 mark for an example with minimal detail</p>	1–6
<p>2. List two (2) characteristics for each of the coaching styles below:</p> <p>For each of:</p> <ul style="list-style-type: none"> • authoritarian • easy going • intense <p>1 mark for each of two appropriate characteristics</p>	1–6
<p>3. List three (3) behaviours that should be displayed by a coach according to the Australian Sports Commission Coach Code of Behaviour.</p> <p>1 mark for each of three appropriate behaviours as outlined in www.ausport.gov.au/participating/coaches/tools/safety_and_ethics/ethics/coachbehaviour</p>	1–3
<p>4. What are the four (4) parts of a coaching session?</p> <p>1 mark for each:</p> <ul style="list-style-type: none"> • warm-up • skills and fitness • cool-down • review 	1–4
<p>5. What is the legal requirement for anyone who wants to work in an area where children are present?</p> <p>1 mark for Working with Children Check</p>	1
<p>6. What are the five (5) stages in teaching a specific sport skill?</p> <p>1 mark for each:</p> <ul style="list-style-type: none"> • instruction • demonstration • explanation • observation • feedback 	1–5
<p>7. If you were the coach of a young team, how could you make a playing environment safe for your players? In your answer, you must include and provide an example of each area below:</p> <ul style="list-style-type: none"> • matching of player abilities • selection of equipment • supervision • appropriate behaviour <p>For each consideration:</p> <p>2 marks for a clear and concise description of a process 1 mark for a simple process with minimal detail</p> <p>1 mark for each appropriate example</p>	<p>1–8</p> <p>1–4</p>
Total	37