



SAMPLE ASSESSMENT TASKS

PHYSICAL EDUCATION STUDIES
ATAR YEAR 11

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Sample assessment task

Physical Education Studies – ATAR Year 11

Task 2 – Unit 1 and Unit 2

Assessment type: practical assessment

Conditions

Time for the task: the assessment will be completed during week 15

Total marks: 40

Task weighting: 15% of the school mark for this pair of units

The assessment task

The assessment will consist of a competitive performance up to 40 minutes in duration, depending on the number of students in the group. During this time, you will be provided with opportunities to demonstrate skills in each of the sections below:

- skill execution - the final mark (20) for this section will take into account the proficiency in skills demonstrated, together with timing and appropriateness of skills being used in specific competitive conditions.
- tactical application – the final mark (20) for tactical application, will include consideration of shot selection and placement in relation to teammates and/or opponent; possession; scoring opportunities; and spatial awareness. You will be rewarded for your demonstration of deception, creativity and/or anticipation. These must be demonstrated in offence and defence, as well as in various positions and roles.

Marking key for sample assessment task 2

Section one – skill execution

Volleyball	
<ul style="list-style-type: none"> • execution <ul style="list-style-type: none"> ▪ consistency ▪ control ▪ fluency ▪ precision • kinematics of striking arm • footwork • shot selection and timing 	Skill selection and timing <ul style="list-style-type: none"> • examples of decisions to be made: <ul style="list-style-type: none"> ▪ float, top-spin or jump serve ▪ forearm pass or set ▪ spike or tip over the block ▪ freeball or spike defence ▪ set selection for optimal advantage ▪ optimal positional play

Marks allocation – proficiency (10 marks)	Marks
Consistently performs skills with precision, efficiency and fluency Consistently controls the flight and delivery of the ball, achieving the desired outcome	9–10
Performs skills with a high degree of precision and fluency Demonstrates a high level of control of the delivery and flight of the ball when aiming for a target, with a high degree of success in achieving the desired outcome	7–8
Performs most skills with precision and fluency Controls the delivery and flight of the ball when aiming for a target most of the time, mostly achieving the desired outcome	5–6
Performs skills somewhat fluently with variable precision Controls the delivery and flight of the ball some of the time when aiming for a target, with some degree of success in achieving the desired outcome	3–4
Performs few skills demonstrating limited fluency Demonstrates limited control of the delivery and flight of the ball when aiming for a target, with a low degree of success in achieving the desired outcome	1–2
Subtotal	/10

Marks allocation – selection and application of skills (10 marks)	Marks
Consistently makes the correct decision and selects a variety of skills that range from simple to complex and are appropriate to the situation, achieving the desired outcome	9–10
Selects a broad range of simple and complex skills that are mostly appropriate for the situation and has a high degree of success in achieving the desired outcome	7–8
Selects and uses mainly simple skills that are mostly appropriate for the situation, usually achieving the desired outcome	5–6
Uses the appropriate skill in some situations, giving preference to the more familiar and less complex skills	3–4
Performs a limited range of simple skills regardless of the situation, with a low degree of success in achieving the desired outcome	1–2
Subtotal	/10

Section two – Tactical application

Volleyball – skills for consideration	
Offence	
<ul style="list-style-type: none"> shot speed ball trajectory selection of shot for optimum advantage placement and accuracy of shot in relation to teammates or opponents scoring shots serving effectiveness communication with teammates for optimum positioning 	<ul style="list-style-type: none"> examples of decisions to be made: <ul style="list-style-type: none"> short or deep shots shots to either side of the court effective attacking trajectory in a serve serve placement puts opponents under pressure effective tipping over or around a block appropriate spike in relation to opposition defence (open, middle, back-set, back court) effective placement of free ball passing accuracy to set up attack (dig-set/set) setting accuracy to set up effective attack positioning to maximise attacking options (back court setting, 6–2)
Defence	
<ul style="list-style-type: none"> prediction of opponent's shots effective defensive positioning to counteract opponent's moves communication with teammates for optimum positioning effectiveness of defensive play to set up attack transition 	<ul style="list-style-type: none"> effective defensive positioning to counteract opponent's moves (line, cross-court, tip and freeball defence) effectiveness of defensive play to set up attack transition effective blocking to counter spike attack effective block and spike cover

Marks allocation (Offence – 10 marks) (Defence – 10 marks)	Marks (offence)	Marks (defence)
Consistently performs required skills to an exceptional level and appropriate to the competitive situation, demonstrating creativity, deception and anticipation while maintaining intensity under game-like pressure	9–10	9–10
Performs required skills with some consistency to a high level and appropriate to the competitive situation, usually demonstrating creativity, deception and anticipation, while maintaining intensity under game-like pressure on most occasions	7–8	7–8
Performs required skills most of the time and usually appropriate to the competitive situation, at times demonstrating creativity, deception and anticipation at a reduced intensity	5–6	5–6
Performs required skills some of the time, often appropriate to the competitive situation, occasionally demonstrating a low degree of creativity, deception or anticipation at a low intensity	3–4	3–4
Occasionally performs a few of the required skills, at times appropriate to the competitive situation with little or no creativity, deception or anticipation at a minimal intensity	1–2	1–2
Subtotals	/10	/10
Subtotal (offence and defence)	/20	

Sample assessment task

Physical Education Studies – ATAR Year 11

Task 5 – Topic test – Unit 1 and Unit 2

Assessment type: response

Conditions

Time for the task: 50 minutes in class

Total marks: 42

Task weighting: 12% of the school mark for this pair of units

Structure of this paper

Section	Number of questions available	Number of questions to be attempted	Suggested working time (minutes)	Marks available
One: multiple-choice	5	5	5	5
Two: short answer	3	3	15	17
Three: extended answer	1	1	20	20
			Total marks	42

Instructions to candidates

1. Section one: answer all questions on the separate multiple-choice answer sheet.
2. Section two: answer all questions on the lines provided on this paper.
3. Use a blue or black pen.
4. Spare pages are provided at the back of this question/answer booklet.

Physical Education Studies

Task 5: topic test–exercise physiology

Name: _____

Section one: multiple-choice

(5 marks)

Attempt **all** questions in this section. Record your answers on the separate multiple-choice answer sheet using a blue or black pen. Each question is worth one mark.

Suggested working time for this section is 5 minutes.

1. An athlete has undergone an eight-week aerobic training program after a long sedentary period. Which of the following physiological adaptations to training best represents this athlete?
 - (a) increased lung capacity/decreased oxygen level
 - (b) increased cardiac output/decreased haemoglobin level
 - (c) increased stroke volume/decreased blood pressure
 - (d) increased ventilation rate/decreased lactate level
2. Resistance training can take the form of
 - (a) isokinetic, isotonic, isotopic
 - (b) isotopic, isotonic, isometric
 - (c) isometric, isotopic, isokinetic,
 - (d) isometric, isokinetic, isotonic
3. The primary food fuel for energy production during maximal physical activity would be
 - (a) phosphate creatine
 - (b) protein
 - (c) fats
 - (d) carbohydrates
4. Which of the following correctly shows the chemical breakdown of ATP to produce energy?
 - (a) $ADP + CP = ATP$
 - (b) $ATP = ADP + P_i + \text{energy}$
 - (c) $ATP = CO_2 + H_2O + \text{energy}$
 - (d) $ATP + \text{lactic acid} = \text{energy}$
5. The following fitness program was designed for a volleyball player: jog slowly for two minutes; run 200m at 80% max; jog 100m. This is repeated, alternating up and down hills with variations.
Which type of training best describes the program being used above?
 - (a) interval
 - (b) fartlek
 - (c) continuous
 - (d) circuit

Section two: short answer**(17 marks)**

Attempt **all** questions in this section. Record your answers in the space provided using a blue or black pen. Suggested working time for this section is 15 minutes.

Question 6**(7 marks)**

The table below represents the resistance training intensities of athletes performing in various sports.

	Athlete	Reps	Sets	Resistance	Recovery
A.	800-metre swimmer	2–10	2–3	light	2–4 minutes
B.	Springboard diver	15+	3–5	light	30–90 seconds
C.	Long jumper	3–6	3–5	heavy	2–4 minutes
D.	Weight lifter	10–15	2–3	heavy	30–90 seconds

(a) Which option from the table above best represents specificity in strength training? **(1 mark)**

(b) Justify your answer by identifying and describing **two** strength training factors, taking into consideration the repetitions, sets, resistance and recovery used by the chosen athlete. **(6 marks)**

Question 7**(5 marks)**

A 15-year-old student decides to start participating more actively in a Physical Education class. The class gets started with a warmup activity. The student quickly starts to feel exhausted and can't keep up. Identify **five** immediate responses to physical activity that the student's body is starting to experience.

Question 8**(5 marks)**

An elite triathlete competed at the recent Olympics. His coach suggested that he should eat some bananas in the hour before the event to provide him with extra energy during the race.

(a) Identify **three** likely effects of eating bananas at this time and how it may affect his performance.

(3 marks)

(b) Identify **one** nutritional requirement of the triathlete in pre-competition and during competition.

(i) Pre-competition

(1 mark)

(ii) During competition

(1 mark)

- (b) Each energy system needs to be fuelled in some way. Identify **one** fuel source for each system used in your answer to (a). **(3 marks)**

- (c) Referring to four components of fitness, explain how each of them benefits a volleyball player at various stages in a game. **(8 marks)**

Marking key for sample assessment task 7 – Topic test

Section one: multiple choice

Description	Marks
1. C	1
2. D	1
3. D	1
4. A	1
5. B	1
Subtotal	/5

Section two: short answer

6 a) Which best represents specificity in strength training?

Description	Marks
Workout C	1
Subtotal	/1

6 b) Justify your answer by identifying and describing **two** strength training factors, taking into consideration the repetitions, sets, resistance and recovery used by the chosen athlete.

Description	Marks
For any two of the following:	
• low repetitions to increase intensity when using heavy weights	
• heavy weights to achieve greater leg power for jump	
• low number of sets to achieve hypertrophy	
• greater rest period to allow muscles to recover in between sets	
Correctly identifies the factor	1
Provides a comprehensive description of the factor	2
Provides a simple description of the factor	1
Subtotal	/6

7. Identify **five** immediate responses to physical activity that the student's body is starting to experience.

Description	Marks
For any five of the following: <ul style="list-style-type: none"> • increased cardiac output • increased heart rate • increased stroke volume • increased blood pressure • increased ventilation • decreased arteriovenous oxygen difference • temperature regulation Correctly identifies the response	1–5
Subtotal	/5

8 a) Identify **three** likely effects of eating bananas at this time and how it may affect his performance.

Description	Marks
For any three appropriate effects: <ul style="list-style-type: none"> • increases the glycogen stores to assist with energy levels • assists with liver glycogen stores, which help athletes to last during endurance events • delays fatigue and improves endurance or any other appropriate response Correctly identifies the effect	1
Subtotal	/3

8 b) Identify **one** nutritional requirement of the triathlete in pre-competition and during competition.

Description	Marks
Correctly identifies requirement for each of the following: <p>(i) pre-competition:</p> <ul style="list-style-type: none"> ▪ drink as much fluid as feels comfortable ▪ 200g or more of carbohydrates and low-fat meals or any other appropriate response	1
ii) during competition: 1 mark for correct identification of one the following: <ul style="list-style-type: none"> ▪ fluid at regular intervals during the competition – approximately every 15 minutes to replace what your body has lost ▪ carbohydrates such as sports drinks or high glycaemic index foods; e.g. banana, cereal bars, carbohydrate shots, sports drink or any other appropriate response	1
Subtotal	/2
Total	/17

Section three: extended answer

9 a) Identify the **three** energy systems. Outline **one** response of each energy system used by a typical attacking player in a 3-set match.

Description	Marks
For each of the three energy systems:	
<ul style="list-style-type: none"> ATP-PC system – immediate energy source for high intensity and short duration activities Lactic acid system – system used for activities continuing longer than 10 seconds and less than two minutes Aerobic system – utilised for activities that are longer than two minutes 	
Correctly identifies the energy system	1
Provides a comprehensive description of the response of each system	2
Provides a simple description of the response of each system	1
Subtotal	/9

9 b) Each energy system needs to be fuelled in some way. Identify **one** fuel source for each system used in your answer to (a).

Description	Marks
Correctly identifies an appropriate fuel source	
<ul style="list-style-type: none"> ATP-PC system – creatine phosphate Lactic acid system – carbohydrates (glucose) Aerobic system – glucose, fats and proteins 	1
Subtotal	/3

9 c) Referring to four components of fitness, explain how each of them benefits a volleyball player at various stages in a game.

Description	Marks
With reference to any four of the following components of fitness:	
<ul style="list-style-type: none"> cardiorespiratory endurance muscular strength muscular endurance flexibility body composition agility balance coordination reaction time speed power 	
Provides a comprehensive explanation of how the component benefits a volleyball player	2
Provides a simple explanation of how the component benefits a volleyball player	1
Subtotal	/8
Total marks	/20