Sports, Lifestyle and Recreation

Athletics Assessment Task 2024

|  |  |
| --- | --- |
| **TOPIC**: Athletics  | **MARKS:** /30  |
| **SUBMISSION REQUIREMENTS:**   **Part A:** Paper due Friday 8th March 2024. Submission via Canvas by 11.59pm.  **Part B:** Presentation completed in class time. Class teacher to provide individual presentation dates (Presentation dates between Friday 8th March– Friday 22nd March 2024).   | **WEIGHTING:** 25%   |
| **OUTCOMES TO BE ASSESSED:** **H1.1 applies** the rules and conventions that relate to participation in a range of physical activities **H1.6 describes** administrative procedures that support successful performance outcomes **H2.2 analyses** the fitness requirements of specific activities **H3.3 measures** and **evaluates** physical performance  |
| **DIRECTIONAL VERBS** **Apply:** use, utilise, employ in a particular situation                                                                                      **Describe:** Provide characteristics and features                                                                                                **Evaluate-** Make a judgement based on criteria**;** determine the value of                                                     **Analyse -** Identify components and the relationship between them; draw out and relate implication  |
| **TASK DESCRIPTION:** **Part A:** You are to present a two-page information sheet on your chosen athletic event.  You will answer the following questions: 1. ***Describe*** the administrative procedures required to perform that event (10 marks)
2. ***Analyse*** the fitness requirements for the athletic discipline. (10 marks)

 **Part B:** In pairs, you are to present the athletic event you have researched in Part A, ***applying*** the rules and conventions of the discipline and ***evaluates*** performance.   |
| **ASSESSMENT CRITERIA:** Part A: Information Sheet (10%, 20 marks).  1. Description of the event (what it is, how you perform it, include diagrams)

Identify equipment required (correct weight/size for age) Identify and describe safety precautions, definition of fouls Describe rules and regulations (administered by IAAF) Describe layout of the event (e.g. shot put circle) Identify safety considerations for that event  Outline how a winner is determined and subsequent places 1. Analyse the relationship between the event and the fitness requirements for participants to be successful, including the energy system and body types suited to this discipline.

 Part B: Athletics presentation (15%, 10 marks) – In pairs, present athletic event to class on date allocated by your class teacher. The components that need to be considered include: * Warm-up and stretch
* Preparation of equipment
* Application/demonstration of correct event techniques (also including fouls), including feedback based on performance
* Determination of placings through the correct measurement and evaluation of performance based on criteria
* Apply safety considerations, rules and conventions to individual athletic event
 |

|  |
| --- |
|  **ASSESSMENT MARKING CRITERIA**  |
| **Part A: Information Sheet - Q1** *1.6* ***describes*** *administrative procedures that support successful performance outcomes*  | **Mark**  | **Grade**  |
| An extensive information sheet that ***describes*** in detail the administrative procedures that support successful performance. *This includes detailed descriptions of the event, layout diagrams, rules and regulations, equipment lists, safety precautions and methods for determining a winner.*  | 9-10  | A  |
| An information sheet that ***describes*** administrative procedures that support successful performance. *This includes detailed descriptions of the event, layout diagrams, rules and regulations, equipment lists, safety precautions and methods for determining a winner. Some aspects of the description may be incorrect or incomplete.*  | 7-8  | B  |
| A sound information sheet that ***describes*** some administrative procedures that support successful performance. *This may include descriptions of the event, layout diagrams, rules and regulations, equipment lists, safety precautions and methods for determining a winner. Some aspects of the description may be incorrect or incomplete.*  | 5-6  | C  |
| A basic information sheet that attempts to ***describe*** some administrative procedures that support successful performance. *This may include descriptions of the event, layout diagrams, rules and regulations, equipment lists, safety precautions and methods for determining a winner. Many aspects of the description are incorrect or incomplete.*  | 3-4  | D  |
| A limited information sheet that does not accurately ***describe*** administrative procedures that support successful performance. *The student may attempt to include descriptions of the event, layout diagrams, rules and regulations, equipment lists, safety precautions and methods for determining a winner. Most aspects of the description are incorrect or incomplete.*  | 1-2  | E  |
| Non attempt  | 0  | N  |

|  |  |  |
| --- | --- | --- |
| **Part A: Information Sheet – Q2** *2.2* ***analyses*** *the fitness requirements of specific activities*  | **Mark**  | **Grade**  |
| Outstanding ***analysis*** of the fitness requirements of the chosen event:  *After identifying fitness requirements for this event, the student accurately determines which body type is best suited for the event. The student is able to draw a connection between the needs of the event and the strengths of each body type and energy system.*  | 9-10  | A  |
| Thorough ***analysis*** of the fitness requirements of the chosen event:  *After identifying fitness requirements for this event, the student determines which body type is best suited for the event. The student is able to draw a connection between the needs of the event and the strengths of each body type and energy system. Some aspects of the analysis may be incorrect or incomplete.*  | 7-8  | B  |
| Sound ***analysis*** of the fitness requirements of the chosen event:  *After identifying fitness requirements for this event, the student determines a body type which is suitable for the event. The student attempts to draw a connection between the needs of the event and the strengths of each body type and energy system. Some aspects of the analysis may be incorrect or incomplete.*  | 5-6  | C  |
| Basic ***analysis*** of the fitness requirements of the chosen event:  *After identifying fitness requirements for this event, the student provides general information on a body type a body type. The student attempts to draw a connection between the needs of the event and the strengths of each body type and energy system. Many aspects of the analysis are incorrect or incomplete.*  | 3-4  | D  |
| Limited ***analysis*** of the fitness requirements of the chosen event:  *Most aspects of the analysis are incorrect or incomplete. Analysis does not take place, but the student does attempt to identify some fitness requirements, body types or energy systems.*  | 1-2  | E  |
| Non attempt  | 0  | N  |

|  |
| --- |
|  **ASSESSMENT MARKING CRITERIA**  |
| **Part B: Athletics Presentation:** *1.1* ***applies*** *the rules and conventions that relate to participation in a range of physical activities* *3.3 measures and* ***evaluates*** *physical performance*  | **Mark**  | **Grade**  |
| Presents an outstanding session that successfully **applies** all rules and conventions of the athletics discipline for the participation of all students and **evaluates** performance: *The student consistently leads warm up, skill activities and events for their group, taking into account ability levels and equipment requirements for their age. Rules are clearly explained, and measurements are accurately taken, based on event criteria.*  | 9-10  | A  |
| Presents a session that successfully **applies** all rules and conventions of the athletics discipline for the participation of all students and **evaluates** performance: *The student consistently leads warm up, skill activities and events for their group, taking into account ability levels and equipment requirements for their age. Rules are explained and measurements are taken, although inaccuracies may exist.*  | 7-8  | B  |
| Presents a sound session that **applies** the rules and conventions of the athletics discipline for the participation of students with some **evaluation** of performance: *The student leads warm up, skill activities and events for their group, with some consideration to ability levels and equipment requirements for their age. Rules are outlined and measurements are taken, although inaccuracies may exist.*  | 5-6  | C  |
| Presents a basic session that attempts to ***apply*** the rules and conventions of the athletics discipline for the participation of some students and attempts to **evaluate** performance: *The student attempts to lead warm up, skill activities and events for their group, but may not consider ability levels and equipment requirements for their age. Some rules are outlined, and measurements are taken, although inaccuracies exist in method and outcome.*  | 3-4  | D  |
| Presents a limited session that does not ***apply*** the rules and conventions of the athletics discipline for the participation of students with limited attempt to **evaluate** performance: *The student attempts to lead either warm up, skill activities and/or events for their group, but does not consider ability levels and equipment requirements for their age. Some rules are outlined, and measurements may be taken, although many inaccuracies exist in method and outcome.*  | 1-2  | E  |
| Non attempt.  | 0  | N  |