Year 11 Sports, Lifestyle

& Recreation Fitness Testing

Assessment Task, 2024

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| **TOPIC**: Fitness Testing | **MARKS:** /40 |
| **SUBMISSION REQUIREMENTS:**  11SLRA2, 11SLRB2 & 11SLRC2 (Mr Brasington, Mr Garland & Mr O’Brien) – Friday 5th April, Submission via Canvas/or Paper Copy for booklet, Fitness Testing in class time. | **WEIGHTING:**  35% |
| **OUTCOMES TO BE ASSESSED:**  **1.2 explains** the relationship between physical activity, fitness and a healthy lifestyle  **2.2 analyses** the fitness requirements of certain activities  **3.3 measures** and **evaluates** physical performance capacity  **4.1 plans** strategies to achieve performance goals | |
| **DIRECTIONAL VERBS Analyse –** identify components and relationship between them  **Evaluate –** Make a judgement based on criteria**;** determine the value of  **Explain –** Relate cause and effect; make the relationships between things evident; provide why and/or how  **Measure –** ascertain the size, amount, or degree of (something) by using an instrument or device marked in standard units  **Plan –** an intention or decision about what one is going to do. | |
| **TASK DESCRIPTION:**  **Part A:** During class time you are required to complete all fitness tests, to **measure** and **evaluate** your performance capacity.   * Demonstrate your physical fitness levels by completing a variety of fitness tests in class time, **planning** strategies to achieve optimum results. * **Measure** each fitness test result and **evaluate** your performance against fitness testing norms for Australian 16/17-year-olds and compared to ratings. For example, excellent, very good, average and poor.   **Part B:** Complete all sections of the booklet, **analysing** the health and fitness requirements for different activities, as well as **explaining** the relationship between them.   * Complete all questions in the spaces provided and submit the booklet by the due date. | |
| **ASSESSMENT CRITERIA:**  **Part A:** (20 marks) 25%  - Complete all fitness tests during class time  - Rank performance according to standards achieved in fitness test  **Part B:** (20 marks) 10%  - Complete all questions in the booklet on each of the health and fitness requirements of sport  - Submit booklet by due date | |

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| **Part A: Fitness Testing 3.3 measures** and **evaluates** physical performance capacity  **4.1 plans** strategies to achieve performance goals | **Mark** | **Grade** |
| Outstanding ***measurement*** and ***evaluation*** of the fitness tests completed in class, ***planning*** strategies for each test to work towards optimal performance:  *The student consistently performs the elements of each fitness test by applying the correct measurement tool and performance elements, comparing and evaluating their result against Australian norms.* | 17-20 | A |
| Thorough ***measurement*** and ***evaluation*** of the fitness tests completed in class, ***planning*** strategies for each test to work towards optimal performance:  *The student consistently performs the elements of each fitness test by applying the correct measurement tool and performance elements, comparing and evaluating their result against Australian norms, although measurement or performance may be incorrect or incomplete.* | 13-16 | B |
| Sound ***measurement*** and ***evaluation*** of most fitness tests completed in class, by engaging some ***planned*** strategies for each test to work towards performance needs:  *The student performs the elements of each fitness test by applying most measurement tools and performance elements, with some comparison and evaluation of their result against Australian norms. Some aspects of measurement and performance may be incorrect or incomplete.* | 9-12 | C |
| Basic ***measurement*** and ***evaluation*** of some fitness tests completed in class, by engaging some ***planned*** strategies for some tests to work towards performance needs:  *The student performs the elements of some fitness test by applying some measurement tools and performance elements, with some comparison and evaluation of their result against Australian norms. Many aspects of measurement and performance are incorrect or incomplete.* | 5-8 | D |
| Limited ***measurement*** and ***evaluation*** of most of the fitness tests completed in class, with limited ***planning*** to support successful performance:  *The student may attempt to perform the elements of the fitness test and measurement, with limited comparison and evaluation of their result against Australian norms. Most aspects of measurement and performance are incorrect or incomplete.* | 1-4 | E |
| Non -attempt | 0 | N |

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| **Part B: Written Response (Booklet)**  **2.2 analyses** the fitness requirements of certain activities | **Mark** | **Grade** |
| Outstanding ***analysis*** of the health and fitness requirements for each fitness test and **explanation** of the relationship between physical activity, fitness and a healthy lifestyle.  *The student extensively completes all questions, discussing in-depth their own achievements in each test and proposing ways they could improve. Clear connections are made between health/ fitness requirements and their impact on sport and everyday activities.* | 17-20 | A |
| Thorough ***analysis*** of the health and fitness requirements for each fitness test and **explanation** of the relationship between physical activity, fitness and a healthy lifestyle.  *The student successfully completes all questions, discussing their own achievements in each test and proposing ways they could improve. Connections are made between health/ fitness requirements and their impact on sport and everyday activities, although some assertions may be incorrect or irrelevant.* | 13-16 | B |
| Sound ***analysis*** of the health and fitness requirements for each fitness test and **explanation** of the relationship between physical activity, fitness and a healthy lifestyle.  *The student completes most questions, outlining their own achievements in the test and proposing ways they could improve, although some are irrelevant. Connections between health/ fitness requirements on sport and everyday activities are demonstrated, assertions may be incorrect or irrelevant.* | 9-12 | C |
| Basic ***analysis*** of the health and fitness requirements for each fitness test and **explanation** of the relationship between physical activity, fitness and a healthy lifestyle.  *The student completes some questions, outlining their own achievements in the test and attempts to propose ways they could improve, although most are irrelevant. Some connections between health/ fitness requirements on sport and everyday activities are demonstrated, although most assertions are incorrect or irrelevant.* | 5-8 | D |
| Limited ***analysis*** of the health and fitness requirements for each fitness test and **explanation** of the relationship between physical activity, fitness and a healthy lifestyle.  *The student completes a few questions, identifying some achievements in the test but does not propose ways they could improve. No connection between health/ fitness requirements on sport and everyday activities is demonstrated.* | 1-4 | E |
| Fails to submit their booklet. | 0 | N |

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