



# Chester Hill High School

Strength in Unity, Excellence in Education

## Year 9 Assessment Task PDHPE

Course:	PDHPE	Year:	9
Topic:	Second Opinion		
Assessment Name:	Physical Activity Facilities		
DATE DUE:			
STUDENT NAME:			
Progress Check FEEDBACK	<input type="checkbox"/> Local map showing physical activity facilities <input type="checkbox"/> At least two relevant barriers to access <input type="checkbox"/> Submit one draft paragraph to teacher for feedback		
Progress Check Date:		Marks	/20

I certify that

- This assignment is my own work, based on my personal study and/or research.
- I have **acknowledged all material and sources used in the preparation** of this assignment in a **reference list**.
- Submitted assignments based on group work are not the same as other students' work.
- I have not plagiarised (copied) in part, or in whole the work of other students.
- I have read and I understand the success criteria used for this assessment
- **I have kept a copy of my assignment and the receipt.**
- I understand that a copy of my assignment may be kept and used to make comparisons with other assignments in the future.

Student's Signature: ..... Date: .....



### Assessment Task Student Receipt

*(This receipt should be kept as proof of assessment submission)*

FAMILY NAME:	GIVEN NAME:
TEACHER:	CLASS:
DATE DUE:	DATE SUBMITTED:
TITLE OF TASK:	TEACHER'S SIGNATURE:

## Task Information

<b>Important idea(s) being explored:</b>	Physical activity facilities in the local area. Effectiveness of local facilities to enhance a lifetime of physical activity.
<b>Skills, Knowledge and understanding being demonstrated:</b>	Locate a range of physical activities available in the local area that meet individual needs and interests and evaluate their potential to contribute to a lifetime of physical activity.  Decision making and problem-solving i.e. information-gathering.
<b>Task Requirements:</b>	<ol style="list-style-type: none"> <li>1. Print a google map view of your local area, identifying 2 or more of the physical activity facilities within 10-20 minutes walking distance of your house. Facilities are outdoor/natural ones e.g. parks, local pools, tennis courts - NOT fitness centres.</li> <li>2. Explain two barriers that could impact an individual's access to these facilities in in <u>your</u> local community:               <ol style="list-style-type: none"> <li>(a) Select two barriers that could impact access to these facilities</li> <li>(b) Explain each barrier, comment on why it is a barrier. Complete one paragraph per barrier using PEEL structure.</li> </ol> </li> <li>3. Analyse the effectiveness of the two facilities in your area to enhance a lifetime of physical activity for individuals. → <b>make sure you get your teacher to read one of your draft paragraphs for feedback</b></li> </ol>
<b>Syllabus Outcomes:</b>	PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

### Feedback from student about task:

I spent \_\_\_\_\_ hours working on this task.

The hardest part of this task was \_\_\_\_\_

The easiest was \_\_\_\_\_

What I have enjoyed most about learning in *PDHPE* is \_\_\_\_\_

Learning in *PDHPE* could be improved if:

\_\_\_\_\_

\_\_\_\_\_

Dear teacher, I need help in the following areas:

\_\_\_\_\_

\_\_\_\_\_

## Success Criteria

Elements	Specific Criteria	Mark /Grade				
		A	B	C	D	E
<b>Understands the big idea(s)</b>	Identify physical activity facilities in local area and critique them by explaining barriers to access and analysing their effectiveness to enhance life-long physical activity.					
<b>Literacy / Numeracy skills assessed</b>	Written literacy- Structuring paragraphs using PEEL.					
	Analyse costs involved accessing facilities.					
<b>Processes</b>	Researches and identifies two or more physical activity facilities in local area					
<b>Demonstrates Skills</b>	Explains two barriers that could impact access to physical activity facilities					
<b>Knowledge</b>	Analyses the effectiveness of two facilities to enhance life-long physical activity.					
<b>Understanding</b>	Presents information in PEEL structured paragraphs					

**FEEDBACK from Teacher:**




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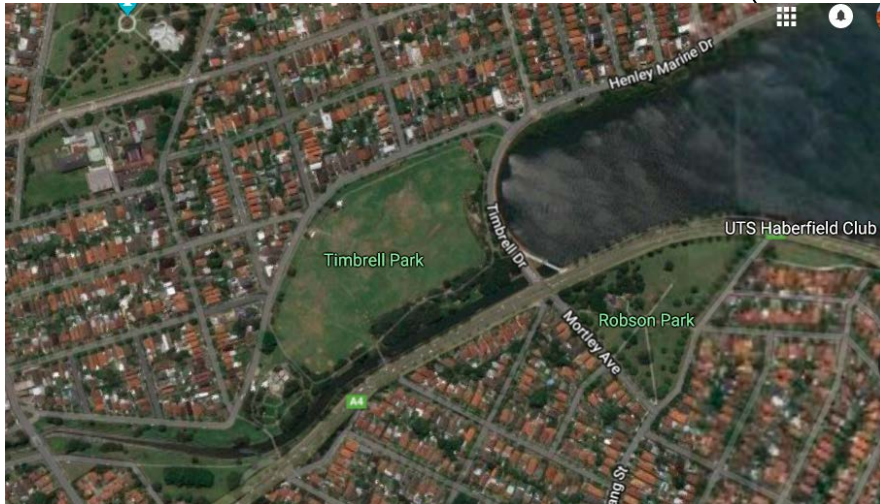
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Completion of assessment during allocated class time.     Excellent     Moderate     Limited

<b>Teacher Signature</b>		<b>Mark</b>	
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1. A labelled map of your local area that shows where physical activity facilities are located → identify the physical activity facilities within 10-20 mins walking distance of your house. Facilities are outdoor/natural ones NOT fitness centres.

EXAMPLE: Bay Walk -free, accessible for all ages, disability friendly



## 2. Explain two barriers that could impact an individual's access to these facilities in your local community?

- \* Explain means - the how / why, cause and effect, the relationships between
- \* Impact on access- could be positive or negative. eg. free / no cost, which is positive
- \* Barrier / determinant

\* 2 PEEL paragraphs

- Introduction
- Para 1 - barrier and how it impacts access
- Para 2 - barrier and how it impacts access
- Conclusion

## 3. Analyse the effectiveness of the two facilities to enhance a lifetime of physical activity for individuals.

- \* Analyse means to identify points and draw out the relationships between them
- \* You need to make judgments on the effectiveness of the facility to help a person participate in physical activity throughout their life.

E.g. person with a disability, an older person, a person in a low economic class

\* 2 PEEL paragraphs

- Introduction
- Para 1 - effectiveness of the facility
- Para 2 - effectiveness of the facility
- Conclusion

# Marking Criteria

Achievement Standard	Criteria for Assessing Learning
A	<p>Well detailed map of their <u>local area</u>, including relevant physical activity facilities</p> <p>Outstanding explanation of <u>two</u> barriers within their local area using cause and effect language and highly effective examples to support their ideas</p> <p>Highly detailed analysis of <u>two</u> facilities using judgement language to support the impact on individuals</p> <p>Well-structured responses throughout</p>
B	<p>A detailed map of their <u>local area</u>, including some relevant physical activity facilities</p> <p>Great explanation of <u>two</u> barriers within their local area using some cause and effect language and effective examples to support their ideas</p> <p>Detailed analysis of <u>two</u> facilities using some judgement language to support the impact on individuals</p> <p>Structured responses throughout</p>
C	<p>Includes a map of their <u>local area</u>, however not clear in identifying physical activity facilities OR includes a map NOT in the local area.</p> <p>Sound explanation of <u>two</u> barriers within their local area using little cause and effect language and somewhat effective examples to support their ideas OR includes a detailed explanation of <u>one</u> barrier within their local area</p> <p>Some facets of analysis on <u>two</u> facilities using little judgement language and minimal emphasis on the impact on individuals OR Sound analysis on <u>one</u> facility and its impact on individuals</p> <p>There are some elements of a structured response throughout</p>
D	<p>Includes a map NOT in the local area and has little identification of physical activity facilities.</p> <p>Basic explanation of <u>one</u> OR <u>two</u> barriers within their local area using no cause and effect language and ineffective examples to support their ideas.</p> <p>Little to no analysis on <u>one</u> OR <u>two</u> facilities using no judgement language and no emphasis on the impact on individuals</p> <p>The response is poorly structured with no paragraphs or paragraph structure</p>
E	<p>Includes a map with no identification of physical activities</p> <p>Limited explanation of <u>one</u> OR <u>two</u> barriers within their local area using no cause and effect language and ineffective examples to support their ideas.</p> <p>No analysis on <u>one</u> OR <u>two</u> facilities using no judgement language and no emphasis on the impact on individuals but rather includes a short description of facilities</p> <p>The response is poorly structured with no paragraphs OR paragraph structure. Sentence structure is also limited</p>