



NAME: \_\_\_\_\_

# ORANGE HIGH SCHOOL

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## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	STAGE 6 PDHPE
<b>Topic</b>	SPORTS MEDICINE
<b>Class Teacher</b>	DRAY/WINSLADE
<b>Head Teacher</b>	MS DRAY
<b>Year</b>	12
<b>Date Given</b>	30/5/2023
<b>Date Due</b>	20/6/2023
<b>Weighting</b>	20%

### Sports Medicine Assessment Outline

For this task, you are to research and familiarise yourself with TWO of the sport policies listed below, as well as familiarise yourself with the relevant syllabus content outlined below.

- <https://shorturl.at/EIMYO> (Concussion Procedure - Rugby Australia)
- <https://shorturl.at/FGJZ6> (Concussion Management Guidelines - Rugby League Australia)
- <https://shorturl.at/iklvH> (AFL and AFLW Concussion Guidelines)
- <https://shorturl.at/boyJ1> (Netball Australia Pregnancy Policy)

You will be asked to respond to questions relating to any of the content from CQ2 & the following dot points from CQ3 in your Sports Medicine syllabus.

- sports policy and the sports environment
  - rules of sports and activities
  - modified rules for children
  - matching of opponents, eg growth and development, skill level
  - use of protective equipment
  - safe grounds, equipment and facilities
- environmental considerations
  - temperature regulation (convection, radiation, conduction, evaporation)
  - climatic conditions (temperature, humidity, wind, rain, altitude, pollution)
  - guidelines for fluid intake
  - acclimatisation
- critically analyse sports policies, rules and equipment to determine the degree to which they promote safe participation, eg heat rules, rugby union scrum rules
- evaluate strategies an athlete could employ to support the body's temperature regulation mechanisms
- analyse the impact of climatic conditions on safe sports participation

This will occur during on Tuesday June 20, 2023. Starting at 8.15am promptly in the YAL.

**YOU WILL BE ASKED QUESTIONS TO THE VALUE OF 20 MARKS.**

### SPORTS MEDICINE MARKING RUBRIC

In your answers you will be assessed on how well you:

- Demonstrate relevant knowledge and understanding of health and physical activity concepts relevant to the question
- Apply the skills of critical thinking and analysis
- Communicate ideas using relevant examples
- Present a logical and cohesive response

### Outcomes Assessed

H8 Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity

H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity

H16 Devises methods of gathering, interpreting and communicating information about health and physical activity concepts

H17 Selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

**Non-completion of task:**

If you know you are going to be away on the day that the task is due, you must make alternative arrangements with your teacher beforehand. If you are suddenly away on the day that the task is due, you must contact your teacher or Head Teacher on your return to school. Documentation will be required in both classes.

**Plagiarism:**

Plagiarism, the using of the work of others without acknowledgement will incur serious penalties and may result in zero award. Any cheating will also incur penalties.

**Failure to follow the above procedures may result in a zero award.**

**The policies and procedures that are outlined on the HSC booklet will be followed regarding the non-completion of assessment tasks.**

**OHS PDHPE - Submission of Drafts**

The submission of draft work is encouraged at Orange High School. Drafts allow feedback to occur and encourage student reflection. Drafts enable students to:

- Strive for excellence.
- Respond and act on questioning by a review.
- Appreciate the value of a reader's viewpoint/critique of their work.
- Assess whether or not their work satisfies the intent/criteria of the task.

*Guidelines for Students*

- Expect a teacher to question and prompt you as to what or how you could refine or improve your work, ("not give you the answer").
- PDHPE teachers will provide feedback on **one draft per assessment**. However, individual staff and students may arrange for additional drafts based on teacher discretion.
- Drafts are to be submitted to your usual classroom teacher.
- Any final draft should be submitted TWO days prior to the submission date. A review process needs to include time for the reader to comment and adequate time for a response to the feedback. Drafts may be submitted closer to the deadline, however, the student must negotiate this with their teacher directly.
- Students should not assume that applying teacher feedback will ensure full marks. As students are incredibly diverse in their ability levels, teachers will seek to provide meaningful feedback to ensure they achieve 'their best.'

*Guidelines for Staff*

- Ideally a reply to a draft will be given within 48 hours.
- Access to the task and the marking criteria is necessary.
- Reading and critiquing drafts is done primarily by the student's class teacher, if they are not available, all Stage 6 PDHPE teachers are able to read the draft and provide feedback
- Limit your comments – 3 or 4 most important aspects.
- Alert students to missing components.
- Feedback will be reflective of the marking criteria

**Teachers are not expected to:**

- Spend time 'proof reading' and correcting simple punctuation/grammatical mistakes.
- Rewrite sentences, phrases, provide scaffold sequence of 'to do' steps.
- Grade or indicate any sort of judgment on quality/band/mark.