



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	Sport, Lifestyle and Recreation
<b>Topic</b>	Resistance Training
<b>Class Teacher</b>	Mr Callaway
<b>Head Teacher</b>	Miss Dray
<b>Year</b>	12
<b>Date Given</b>	
<b>Date Due</b>	Completed during practical classes
<b>Weighting</b>	25%

### Assessment Outline

You are required to design/select a personalised resistance training program for yourself to complete using the available equipment at the school gym.

Your training program should include 4 sessions per week with a suitable warm up and cool down as well as allow for progression of strength and ability.

When designing/selecting your training program you must consider the following;

- Short/long term goals (these must be specific and must be measurable)
- Suitable warm up and cool down activities including relevant stretches
- Safety considerations and foreseeable problems
- One overload technique per session (ie. Blitzing, forced repetitions, pyramiding, pre-exhaustion, super-sets)
- Resistance training exercises and equipment you will use including number of repetitions, sets, resistance and rest periods
- Justification of your choice of exercises in relation to your resistance training goals

### 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.

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

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

### Outcomes Assessed

- 1.3 demonstrates ways to enhance safety in physical activity
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 4.4 demonstrates competence and confidence in movement contexts

## Assessment Criteria / Description of the finished piece of work.

GRADE	Programming	MARK
<b>A</b>	A student in this band: <ul style="list-style-type: none"> <li>▪ Designs/Locates a whole body training program that works all muscle groups</li> <li>▪ Communicates program without grammatical error and has a workout logbook professionally presented and of an outstanding nature</li> </ul>	5
<b>B</b>	A student in this band: <ul style="list-style-type: none"> <li>▪ Designs/Locates a whole body training program that works most muscle groups</li> <li>▪ Communicates program in a logical manner, with 1-2 errors, has a workout logbook which is neatly presented.</li> </ul>	4
<b>C</b>	A student in this band: <ul style="list-style-type: none"> <li>▪ Designs/Locates a whole body training program that works some muscle groups</li> <li>▪ Communicates information with 2-5 grammatical errors and workout logbook is reasonably presented</li> </ul>	3
<b>D</b>	A student in this band: <ul style="list-style-type: none"> <li>▪ Designs/Locates a training program that works limited muscle groups</li> <li>▪ Communicates program with several grammatical errors and workout logbook is presented below a satisfactory standard.</li> </ul>	1-2
<b>E</b>	A student in this band: <ul style="list-style-type: none"> <li>▪ Does not submit a training program/doesn't have a workout logbook</li> </ul>	0

GRADE	Training and Goals	MARK
<b>A</b>	A student in this band: <ul style="list-style-type: none"> <li>▪ Demonstrates extensive knowledge and understanding of exercises and includes repetitions, sets, resistance and rest.</li> <li>▪ Always challenges themselves to be the best they can by completing selected resistance training program and finding a way to raise the bar each training session</li> <li>▪ Shows clear and logical links to training goals and potential benefits of the exercises in the program</li> <li>▪ Always stays on task and completes resistance training activities, even when the workout becomes challenging</li> <li>▪ Always supports training partner when they struggle or hesitate due to fatigue or lack of commitment</li> </ul>	9-10
<b>B</b>	A student in this band: <ul style="list-style-type: none"> <li>▪ Demonstrates a detailed understanding of exercises and includes at least three of the following repetitions, sets, resistance and/or rest</li> <li>▪ Usually challenges themselves to be the best they can by completing selected resistance training program and finding a way to raise the bar each training session</li> <li>▪ Shows clear links to training goals and potential benefits of the exercises in the program</li> <li>▪ Usually stays on task and completes resistance training activities, even when the workout becomes challenging</li> <li>▪ Usually supports training partner when they struggle or hesitate due to fatigue or lack of commitment</li> </ul>	7-8
<b>C</b>	A student in this band: <ul style="list-style-type: none"> <li>▪ Demonstrates basic knowledge of exercises and includes at least two of the following repetitions, sets, resistance and/or rest</li> <li>▪ Sometimes challenges themselves to be the best they can by completing selected resistance training program and finding a way to raise the bar each training session</li> <li>▪ Shows some links to training goals and some potential benefits of the exercises in the program</li> </ul>	5-7

	<ul style="list-style-type: none"> <li>▪ Sometimes stays on task and completes resistance training activities, even when the workout becomes challenging</li> <li>▪ Sometimes supports training partner when they struggle or hesitate due to fatigue or lack of commitment</li> </ul>	
<b>D</b>	<p>A student in this band:</p> <ul style="list-style-type: none"> <li>▪ Demonstrates unclear knowledge of exercises, includes limited reference to repetitions, sets, resistance and rest</li> <li>▪ Rarely challenges themselves to be the best they can by completing selected resistance training program and finding a way to raise the bar each training session</li> <li>▪ Shows limited links to training goals or potential benefits of the exercises in the program</li> <li>▪ Rarely stays on task and completes resistance training activities, even when the workout becomes challenging</li> <li>▪ Rarely supports training partner when they struggle or hesitate due to fatigue or lack of commitment</li> </ul>	1-4
<b>E</b>	<p>A student in this band:</p> <ul style="list-style-type: none"> <li>▪ Does not demonstrate knowledge of exercises and does not include repetitions, sets, resistance and rest</li> <li>▪ Never challenges themselves to be the best they can by completing selected resistance training program and finding a way to raise the bar each training session</li> <li>▪ Does not show links to training goals or potential benefits of the exercises in the program</li> <li>▪ Never stays on task and completes resistance training activities, even when the workout becomes challenging</li> <li>▪ Never supports training partner when they struggle or hesitate due to fatigue or lack of commitment</li> </ul>	0

<b>GRADE</b>	<b>Safety Considerations</b>	<b>MARK</b>
<b>A</b>	<p>A student in this band:</p> <ul style="list-style-type: none"> <li>▪ Creates a comprehensive warm up and cool down that caters to the muscle groups used in the program</li> <li>▪ Demonstrates a deep level of understanding of why a warm up and cool down must be completed</li> <li>▪ Explains and incorporates safety considerations and safe use of all equipment used in their program</li> <li>▪ Always show consideration for myself and others whilst in the gym</li> <li>▪ Has increased their knowledge of resistance training exercises and always guides others in the correct technique and use of equipment</li> </ul>	5
<b>B</b>	<p>A student in this band:</p> <ul style="list-style-type: none"> <li>▪ Creates a clear warm up and cool down that caters to most of the muscle groups used in the program</li> <li>▪ Demonstrates a high level of understanding of why a warm up and cool down must be completed</li> <li>▪ Explains most safety considerations and safe use of most of the equipment used in their program</li> <li>▪ Usually show consideration for myself and others whilst in the gym</li> <li>▪ Has increased their knowledge of resistance training exercises and usually guides others in the correct technique and use of equipment</li> </ul>	4
<b>C</b>	<p>A student in this band:</p> <ul style="list-style-type: none"> <li>▪ Creates a warm up and cool down that caters to some of the muscle groups used in the program</li> <li>▪ Demonstrates sound knowledge of why a warm up and cool down must be completed</li> <li>▪ Explains some safety considerations and safe use of some equipment used in their program</li> <li>▪ Sometimes show consideration for myself and others whilst in the gym</li> <li>▪ Has increased their knowledge of resistance training exercises and sometimes guides others in the correct technique and use of equipment</li> </ul>	3
	<p>A student in this band:</p>	1-2

<p><b>D</b></p>	<ul style="list-style-type: none"> <li>▪ Creates a warm up or cool down that shows limited links to the muscle groups used in the program</li> <li>▪ Demonstrates limited understanding of why a warm up and cool down must be completed</li> <li>▪ Explains a limited number of safety considerations in relation to resistance training</li> <li>▪ Rarely show consideration for myself and others whilst in the gym</li> <li>▪ Has increased their knowledge of resistance training exercises and rarely guide others in the correct technique and use of equipment</li> </ul>	
<p><b>E</b></p>	<p>A student in this band:</p> <ul style="list-style-type: none"> <li>▪ Does not include a warm up and cool down</li> <li>▪ Does not demonstrate any understanding of why a warm up and cool down need to be completed</li> <li>▪ Does not explain safety considerations in relation to resistance training</li> <li>▪ Never show consideration for myself and others whilst in the gym</li> <li>▪ Hasn't increased their knowledge of resistance training exercises and cannot guide others in the correct technique and use of equipment</li> </ul>	<p>0</p>

