



# ORANGE HIGH SCHOOL

## ASSESSMENT TASK NOTIFICATION

<b>Subject</b>	STAGE 6 PDHPE
<b>Topic</b>	CORE 2: FACTORS AFFECTING PERFORMANCE
<b>Class Teacher</b>	CAUSER/DRAY/WINSLADE
<b>Head Teacher</b>	MS DRAY
<b>Year</b>	12
<b>Date Given</b>	3/3/20
<b>Date Due</b>	FRIDAY 27 MARCH (WEEK 9), BEFORE SCHOOL IN THE STUDENT HUB
<b>Weighting</b>	25%

### Assessment Outline

#### Task Description

You are a talent scout for an Australian sporting team. Your task is to find ONE suitable athlete (a real person) and prepare a player profile to put to a panel of selectors, arguing why that athlete should be considered for selection. Your report should be clear and logically presented using headings and sections. A quality report will provide relevant examples to support the information and include a bibliography listing sources of information for the report. Your report is to include the following information:

1. An **INTRODUCTION** of who your chosen athlete is and the sport they play. **(2 PARAGRAPHS MAXIMUM)**
2. **OUTLINE** the stage of skill acquisition that your player is currently in. **(1/3 PAGE 3 MARKS)**
3. **EXPLAIN** 2 supplementation strategies that your athlete would undertake to improve their performance. **(2/3 PAGE 6 MARKS)**
4. **ANALYSE** the psychological strength of your athlete. In your analysis, you must refer to ONE type of motivation that would influence their performance AND predict 2 psychological strategies they would use to manage their anxiety in big games. **(2 PAGES MAXIMUM, 8 MARKS)**
5. **EVALUATE** the effectiveness of 2 types of training (INCLUDING ALL EXAMPLES) they would likely be doing that will have a positive impact on their performance. **(2 PAGES MAXIMUM 8 MARKS)**
6. A **CONCLUSION** that provides a recommendation to the selection panel. **(1 PARAGRAPH MAXIMUM)**

#### Outcomes Assessed

H7 Explains the relationship between physiology and movement potential

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

H9 Explains how movement skill is acquired and appraised

H10 Designs and implements training plans to improve performance

H11 Designs psychological strategies and nutritional plans in response to individual performance needs

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.

#### Task Submission

1. Each question is to be submitted on a separate page
2. Size 11 ARIAL NARROW font
3. 1.5 spacing
4. Narrow margins
5. Task is to be submitted to the OHS STUDENT HUB between 8.30am - 9.00am on 27/3/20

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

6. Bibliography must contain the following information for EACH source. An example of the information to include for each source is listed below. Bibliography is to be included on a separate page.
7. N.B. ALL QUESTIONS MUST BE SUBMITTED TO MEET TASK REQUIREMENTS (Q1-6).

FROM A PRINT SOURCE	FROM THE INTERNET
<ul style="list-style-type: none"><li>- author name</li><li>- title of the publication (and the title of the article if it's a magazine or encyclopaedia)</li><li>- date of publication</li><li>- the place of publication of a book</li><li>- the publishing company of a book</li><li>- the volume number of a magazine or printed encyclopaedia</li><li>- the page number(s)</li></ul>	<ul style="list-style-type: none"><li>- author and editor names (if available)</li><li>- title of the page (if available)</li><li>- the company or organization who posted the webpage</li><li>- the Web address for the page (called a URL)</li><li>- the last date you looked at the page</li></ul>

**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 in the HSC booklet will be followed regarding the non-completion of assessment tasks.**

**CORE 2 - MARKING CRITERIA**

2. OUTLINE the <u>stage of skill acquisition</u> that your player is currently in. <b>(1/3 page 3 MARKS)</b>	
Sketches in general terms the main features of the relevant stage of acquisition the player is in Examples are clear and consistent Response is logical and cohesive	<b>3</b>
Use of examples may be inconsistent or the stage of acquisition is incorrect Response is mostly logical and cohesive	<b>2</b>
Provides some information regarding skill acquisition	<b>1</b>

3. EXPLAIN 2 <u>supplementation strategies</u> that your athlete would undertake to improve their performance. <b>(2/3 page 6 MARKS)</b>	
Shows an understanding of the cause and effect of supplementation on improving sporting performance. Examples show a clear understanding of how diet can enhance performance Response is logical and cohesive	<b>5-6</b>
Shows some understanding of nutrition and the link to performance in the stated sport. Provides characteristics and features of nutritional requirements, but evaluation of pre, during and post performance dietary requirements of the stated athlete may not be evident Uses some examples	<b>3-4</b>
Basic or incomplete discussion of the supplements your athlete is using to improve their performance. Examples may be unclear or missing.	<b>1-2</b>

4. ANALYSE the psychological strength of your athlete. In your analysis you must refer to ONE type of <u>motivation</u> that would influence their performance AND predict 2 <u>psychological strategies</u> they would use to manage their anxiety in big games. <b>(2 pages maximum, 8 MARKS)</b>	
Draws out components, shows the relationship and relates implications of the use of sports psychology in enhancing motivation and managing anxiety in your athlete. Response clearly addresses 1 type of motivation and 2 psychological strategies A range of specific and relevant examples of strategies that your athlete could use to improve performance are included Response is logical and cohesive	<b>7-8</b>
Shows cause and effect of the use of sports psychology in enhancing motivation and managing anxiety in the specific athlete. Response clearly addresses 1 type of motivation and 2 psychological strategies Relevant examples of strategies the athlete could use to improve performance are included Response is logical and cohesive	<b>5-6</b>
Provides some characteristics and/or features of motivation and anxiety management strategies for the athlete. Links to impact on performance may be unclear Supports response with some relevant examples	<b>3-4</b>
Little or no information describing the importance of sport psychology. Little or inaccurate information regarding the impact of motivation or anxiety on performance.	<b>1-2</b>

5. EVALUATE the effectiveness of 2 <u>types of training</u> (INCLUDING ALL EXAMPLES) they would likely be doing that will have a positive impact on their performance. <b>(2 pages maximum 8 MARKS)</b>	
Makes a judgment based on evidence of the effectiveness of the training methods that the athlete has used to enhance their performance in their sport. Addresses all syllabus examples for 2 types of training Response is logical and cohesive Supports the response with a range of specific examples of training methods	<b>7-8</b>
Shows the cause and effect of the effectiveness of training methods used by the athlete and how it is used to improve their performance in their sport Addresses all or most syllabus examples for 2 types of training Links to enhanced performance may not be consistent Supports response with examples of training methods Response is logical and cohesive	<b>5-6</b>
Provides characteristics and features of the effectiveness of training methods in the athlete's sport All syllabus examples may not be addressed clearly Response may lack cohesion Examples may not be consistent	<b>3-4</b>
Little or no evidence of training methods knowledge or assessment of training in relation to performance A basic overview of training or training methods.	<b>1-2</b>