



NAME: _____

ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	STAGE 6 PDHPE
Topic	SPORTS MEDICINE
Class Teacher	CAUSER/DRAY/WINSLADE
Head Teacher	MS DRAY
Year	12
Date Given	11/5/2020
Date Due	1/7/2020
Weighting	20%

Sports Medicine Assessment Outline

This task has 2 parts:

PART A – Research the following questions and submit to the Student Hub on Wednesday July 1st, 2020.

Scenario: A professional athlete in the sport of NRL (league), AFL or ARU (rugby) is returning to competition after an extended delay due to COVID-19. Their team's sports trainer is concerned about potential risks involved in a shorter preparation for the season. You are contacted to prepare a researched report on the following:

1. Describe the role taping will play in preventing and treating injuries that may occur to your athlete. (4 marks) – ½ page maximum.
2. Explain strategies your athlete could use to support their body's temperature regulation mechanisms when playing a winter sport. (6 marks) – 1 page maximum.
3. Research, compare and critically evaluate TWO concussion policies from either the NRL, AFL or ARU that regulate the timing of return to play, should your athlete experience a concussion early in the season. (12 marks) – 2 pages maximum.

PART B - You will be asked to respond to questions relating to any of the content from CQ2 and CQ4 in your Sports Medicine syllabus. This will occur during period 4 on Wednesday July 1st, 2020. Starting at 12.20pm promptly. Location will be advised, 2 weeks prior to the task occurring.

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

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. Part A is to be submitted to the OHS STUDENT HUB between 8.30am - 9.00am on July 1st
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.

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 ROSA booklet will be followed regarding the non-completion of assessment tasks.

MARKING CRITERIA

- Describe the role taping will play in preventing and treating injuries that may occur to your athlete. (4 marks) – ½ page maximum.

Criteria	Marks
Provides characteristics and features of preventative taping AND treatment of injuries Provides relevant examples Response is logical and cohesive	4
Sketches in general terms the role of preventative taping AND treatment of injuries Provides relevant examples	3
Sketches in general terms preventative taping/or treatment of injuries Examples may lack relevance	2
Provides examples of how taping is used in sport	1

- Explain strategies your athlete could use to support their body's temperature regulation mechanisms when playing a winter sport. (6 marks) – 1 page maximum.

Criteria	Marks
Demonstrates a clear understanding of the cause and effect of specific strategies used to support the body's temperature regulation mechanisms in a winter sport Provides relevant examples Response is logical and cohesive	5-6
Provides characteristics and features of strategies used to support the body's temperature regulation mechanisms Provides examples	3-4
Sketches in general terms the body's temperature regulation mechanism(s) or strategy(ies) used to support them	1-2

3. Research, compare and critically evaluate TWO concussion policies from either the NRL, AFL or ARU that regulate the timing of return to play, should your athlete experience a concussion early in the season. (12 marks) – 2 pages maximum.

Criteria	
Response demonstrates a sophisticated level of accuracy, depth, knowledge and understanding in its evaluation of components, a clear judgement based on evidence is made regarding the athlete returning to play after sustaining a concussion All syllabus requirements are met and links between research are evident Response structure is clear, logical and articulate Provides relevant examples	11-12
Response demonstrates a high level of accuracy, depth, knowledge and understanding in its evaluation of components, a clear judgement is made regarding the athlete returning to play after sustaining a concussion Majority of syllabus requirements are met and response is clear and logical Provides relevant examples	9-10
Response explains (shows cause and effect) of the considerations that must be made for an athlete returning to play after sustaining a concussion. Majority of syllabus requirements are met and response is clear and logical Provides mostly relevant examples	7-8
Provides characteristics and features of return to play policies Response may lack cohesion or structure Use of examples is not strong enough to support research	5-6
Sketches in general terms the policies with some reference to return to play Response may lack evidence of research Examples are not clear and/or response lacks cohesion and logic	3-4
Provides facts or information regarding return to play protocols	1-2