



ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	STAGE 6 PDHPE
Topic	CORE 2: FACTORS AFFECTING PERFORMANCE
Class Teacher	DRAY/WINSLADE
Head Teacher	MS DRAY
Year	12
Date Given	MONDAY
Date Due	FRIDAY 26 MARCH (WEEK 9), BEFORE SCHOOL IN THE STUDENT HUB
Weighting	25%

Assessment Outline

ATHLETE CASE STUDY:

In the world of sport today there are many factors that an athlete and coach must consider if they are to perform at their best. These include the role of energy systems, implementing principles of training, the use of psychological strategies to manage anxiety, the importance of recovery strategies and creating a positive learning environment.

You have been appointed the role of Exercise Scientist for a professional athlete in **a sport of your choice**. You are to research and present a written report examining the factors that must be considered in developing a training program for the athlete. Your report should be able to be used in an initial consultation with the athlete and their coach as a guide to forming an effective training program to achieve their performance goals.

REPORT COMPONENTS:

1. Examine the relationship between the principles of training, physiological adaptations and improved performance.
A) Describe how THREE principles of training can be applied to either aerobic OR resistance training for your athlete that would improve their performance.
B). Analyse TWO physiological adaptations that you would expect to see in response to this training. **Explain** how this can be used to improve your athlete's performance in their chosen sport. **(2 PAGES MAXIMUM – 12 MARKS)**
- 2). **Compare** 2 psychological strategies that your athlete could use before, during or after their game/performance which would assist them in enhancing their motivation and managing their anxiety - **(1 PAGE MAXIMUM - 6 MARKS)**
- 3). **Explain** the effectiveness of ONE recovery strategy that your athlete could use following a strenuous week of training and game play - **(1/2 PAGE - 6 MARKS)**
- 4). Consider the evidence for and against ONE type of supplementation that the athlete could consider using to improve their performance in their sport. **Justify** why they would use this performance strategy. **(1/2 PAGE - 6 MARKS)**

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. Q 1A +B ON TWO PAGES, Q2 ON ONE PAGE, QUESTION 3 +4 ON ONE 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 26/3/21
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.

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

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.

CORE 2 - MARKING CRITERIA

1A). Examine the relationship between the principles of training, physiological adaptations and improved performance. **Describe** how THREE principles of training can be applied to either aerobic OR resistance training for your athlete that would improve their performance.

1B). **Analyse** TWO physiological adaptations that you would expect to see in response to this training. **Explain** how this can be used to improve your athlete's performance in their chosen sport. **(2 PAGES MAXIMUM – 12 MARKS)**

Criteria	Marks
<ul style="list-style-type: none"> • Provides characteristics and features of how THREE principles of training can be applied to aerobic OR strength training. Clear links are shown to the improvement in performance • Detailed and comprehensive analysis into the relationship between the principles of training, and TWO physiological adaptations (must address the whole dash as 1 adaptation) as a result of training and shows cause and effect of improvement in performance in the sport. • Response is logical and cohesive • Provides an extensive range of relevant examples 	10-12
<ul style="list-style-type: none"> • Characteristics and features are mostly addressed, elements or links to improved performance may be missing in discussion of principles of training • Shows cause and effect of the relationship between the principles of training, and TWO physiological adaptations (must address the whole dash as 1 adaptation) as a result of training and provides features of how improvement in performance in the sport may occur. • Response is logical and cohesive • Provides a range of relevant examples 	7-9
<ul style="list-style-type: none"> • Sketches in general terms how 3 principles of training can be applied to aerobic or strength training. Links to improved performance may be general or missing 	4-6

NAME: _____

<ul style="list-style-type: none"> • Provides characteristics and features of the relationship between the principles of training, and TWO physiological adaptations (must address the whole dash as 1 adaptation) as a result of training and sketches in general terms how improvement in performance may occur. • Response may be missing required information • Response is logical and cohesive • Provides examples 	
<ul style="list-style-type: none"> • Provides some information on the principles of training • Little or no link between principles of training, adaptations and improved performance. • A basic or incomplete discussion of the principles of training and/or physiological adaptations 	1-3

2). Compare 2 psychological strategies that your athlete could use before, during or after their game/ performance which would assist them in enhancing their motivation and managing their anxiety - **(1 PAGE - 6 MARKS)**

Criteria	Marks
<ul style="list-style-type: none"> • Compares 2 psychological strategies and shows how they are similar or different • Explicit links to how these strategies enhance athlete motivation and manage their anxiety • Strong use of examples that clearly demonstrate how psychological strategies affect performance 	5-6
<ul style="list-style-type: none"> • Provides characteristics and features of 2 psychological strategies • Sound links to how these strategies enhance athlete motivation and manage their anxiety • Relevant use of examples 	3-4
<ul style="list-style-type: none"> • Provides some relevant information about psychological strategies • Limited links to enhancing athlete motivation and managing their anxiety • Poor use of examples that do not 	1-2

3). Explain the effectiveness of ONE recovery strategy that your athlete could use following a strenuous week of training and game play - **(1/2 PAGE - 6 MARKS)**

Criteria	Marks
<ul style="list-style-type: none"> • Shows cause and effect of ONE recovery strategy and the impact on performance • Provides a range of relevant examples that clearly convey the impact • Response is logical and cohesive 	5-6
<ul style="list-style-type: none"> • Provides characteristics and features of different recovery strategies used by athletes to improve performance • Provides relevant examples 	3-4
<ul style="list-style-type: none"> • Sketches in general terms how recovery strategies can improve performance • Provides a relevant examples 	1-2

4). Consider the evidence for and against ONE type of supplementation that the athlete could consider using to improve their performance in their sport. **Justify** why they would use this performance strategy. **(1/2 PAGE - 6 MARKS)**

Criteria	MARKS
<ul style="list-style-type: none"> • Shows an understanding of the cause and effect of supplementation on improving sporting performance and supports their argument for using this strategy with evidence • Examples show a clear understanding of how strategy may enhance performance • Response is logical and cohesive 	5-6
<ul style="list-style-type: none"> • Shows some understanding of nutrition and the link to performance in the stated sport. • Provides characteristics and features of the impact of supplementation on performance, argument may not be supported through clear evidence • Response is logical and cohesive • Uses some examples 	3-4
<ul style="list-style-type: none"> • Sketches in general terms the supplements the athlete is using to improve their performance. • Examples may be unclear or missing. 	1-2

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.