



NAME: _____

ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	STAGE 6 PDHPE
Topic	SPORTS MEDICINE
Class Teacher	DRAY/WINSLADE
Head Teacher	MS DRAY
Year	12
Date Given	21/5/2021
Date Due	9/6/2021
Weighting	20%

Sports Medicine Assessment Outline

THIS TASK HAS TWO PARTS

PART A: Research the following questions and submit to the Student Hub between 8.30-9.00am on Wednesday June 9, 2021.

You are to research an Australian FEMALE athlete of your choosing. You are to prepare a researched report on the following:

1. Introduction: 1 paragraph outlining your athlete, their sport and any relevant achievements.
2. Describe the impact an eating disorder could have on your athlete's performance. (4 marks- ½ page).
3. Explain the implications of coaching your athlete if they were pregnant and the modifications you would make to their training schedule. (6 marks- 1 page).
4. Analyse the physical preparation strategies that your athletes requires for their sport in order to reduce injuries and enhance their wellbeing. (8 marks – 1 page).

PART B - You will be asked to respond to questions relating to any of the content from CQ2 & CQ3 in your Sports Medicine syllabus. This will occur during period 4 on Wednesday June 9, 2021. Starting at 12.20pm promptly. Location will be advised 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. Introduction and Q2 to be on the same page, all other questions on separate pages.
2. Size 11 ARIAL NARROW font
3. 1.5 spacing
4. Narrow margins
5. Submitted to the OHS STUDENT HUB between 8.30am - 9.00am on June 9, 2021.
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 HSC booklet will be followed regarding the non-completion of assessment tasks.

MARKING CRITERIA

2. Describe the impact an eating disorder could have on your athlete's performance. (4 marks- ½ page)

Criteria	Marks
Provides characteristics and features of eating disorders that may affect the athlete Makes sound links to the impact of eating disorders and the female athlete triad on performance Provides relevant examples	3-4
Sketches in general terms the links between eating disorders and the impact of the female athlete triad on performance Examples may be lacking or unclear	1-2

3. Explain the implications of coaching your athlete if they were pregnant and the modifications you would make to their training schedule. (6 marks- 1 page)

Criteria	Marks
Shows cause and effect of the implications of coaching a pregnant athlete Includes a range of examples of modifications that are highly specific to their sport and representative of a typical training schedule Response is logical and cohesive	5-6
Provides characteristics and features of the implications of coaching a pregnant athlete Examples of modifications are relevant to their sport	3-4
Sketches in general terms the impact pregnancy can have on the athlete Examples of modifications may be brief, unclear or absent	1-2

4. Analyse the physical preparation strategies that your athletes requires for their sport in order to reduce injuries and enhance their wellbeing . (8 marks – 1 page)

Criteria	Marks
Makes the relationship evident between your athlete's physical preparation and their prevention of injury Provides relevant examples in your athlete's sport that demonstrate the relationship between physical preparation and injury prevention Response is logical and cohesive	7-8
Identifies issues and provides points that support the physical preparation of your athlete in order to prevent injury Provides relevant examples in your athlete's sport Response is logical and cohesive	5-6
Provides characteristics and features of how an athlete prepares physically to prevent injury in their sport Provides example(s)	3-4
Sketches in general terms how athletes prevent injury May provide examples	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.