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ORANGE HIGH SCHOOL

ASSESSMENT TASK NOTIFICATION

Subject	STAGE 6 PDHPE
Topic	CORE 2: FACTORS AFFECTING PERFORMANCE
Class Teacher	DRAY/LYONS/WINSLADE
Head Teacher	MS DRAY
Year	12
Date Given	22/2/22
Date Due	FRIDAY 25 MAR (WEEK 9), TURNED INTO GOOGLE CLASSROOM BY 9AM
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.

TASK - You are the exercise physiologist of an athlete in a Summer or Winter Olympic sport of your choice. (NB This athlete must be a real person!). To prepare them for their competition, you are required to conduct a thorough analysis of their skills and attributes and present this as a report to their coach to help refine the preparation of their training program. 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. **OUTLINE** who your athlete is and provide a brief overview of the dominant energy system of their sport/position. **(1/3 PAGE – 3 MARKS).**
2. Choose ONE principle of training that can be applied to aerobic or resistance training for your athlete's sport. **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. **(1 PAGE – 10 MARKS).**
3. **EXPLAIN** the effectiveness of 1 psychological strategy that your athlete could use before, during or after their performance which would assist them in enhancing their motivation and managing their anxiety - **(1/2 PAGE - 6 MARKS)**
4. **COMPARE** TWO recovery strategies that your athlete could use following a strenuous week of training **- (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.

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Task Submission

1. EACH QUESTION MUST BE ON A SEPARATE PAGE
2. Size 11 ARIAL NARROW font
3. 1.5 spacing
4. Narrow margins
5. Task is to be submitted ONLINE via your Google Classroom by 9am on Friday March 25, 2022.
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
- 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)	- 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.

KEY VERBS

1. OUTLINE – sketch in general terms
2. DESCRIBE – provide characteristics and features
3. EXPLAIN – show cause and effect
4. COMPARE – show similarities and differences
5. ANALYSE – identify the components, draw out the relationships and relate the implications

CORE 2 - MARKING CRITERIA

1. **OUTLINE** who your athlete is and provide a brief overview of the dominant energy system of their sport/position. **(1/3 PAGE – 3 MARKS).**	
A brief description of the athlete and their sport in included. Sketches in general terms the dominant energy system for the sport/position (if relevant), including the characteristics of that energy system. Provides examples.	**3**
A brief description of the athlete and their sport in included. Identifies an energy system and addresses all or most characteristics (energy system may be inaccurate) Examples may be unclear	**2**
States a sport, little or no general information on the energy systems.	**1**

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2. Choose ONE principle of training that can be applied to aerobic or resistance training for your athlete's sport. **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. **(1 PAGE – 10 MARKS).**	
• Provides characteristics and features of how ONE principle of training can be applied to aerobic OR resistance training. • Detailed and comprehensive analysis (showing clear implications on performance) into the relationship between the principle, 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	**9-10**
• Provides characteristics and features of how ONE principle of training can be applied to aerobic OR resistance training. • Analysis into the relationship between the principle, 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 an extensive range of relevant examples	**7-8**
• 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	**5-6**
• Sketches in general terms how a principle of training can be applied to aerobic or resistance training. Links to improved performance may be general or missing • Provides characteristics and features of the relationship between the principle, 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	**3-4**
• 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	**0-2**

3. **EXPLAIN** the effectiveness of 1 psychological strategy that your athlete could use before, during or after their performance which would assist them in enhancing their motivation and managing their anxiety - **(1/2 PAGE - 6 MARKS**	
• Shows cause and effect of 1 psychological strategy on the athlete either before, during or after their performance (must address the whole dash as 1 strategy). • 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**
• Provides characteristics and features of 1 psychological strategy • Sound links to how these strategies enhance athlete motivation and manage their anxiety • Relevant use of examples	**3-4**
• 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**

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4. COMPARE TWO <u>recovery strategies</u> that your athlete could use following a strenuous week of training **- (1/2 PAGE - 6 MARKS)**	
• Shows similarities and differences of TWO recovery strategies and their impact on performance. (Must address the whole dash as 1 strategy). • Provides a range of relevant examples that clearly convey the impact • Response is logical and cohesive	**5-6**
• Provides characteristics and features of different recovery strategies used by athletes to improve performance • Provides relevant examples	**3-4**
• Sketches in general terms how recovery strategies can improve performance • Provides a relevant example	**1-2**

<u>OHS PDHPE - Submission of Drafts</u>

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.