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|  | **Mater Dei Catholic College**  **ASSESSMENT TASK** | |
| **Subject** | **PDHPE (HSC Course) 2016** |
| **Task** | **LITERATURE REVIEW** |

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| **Date Issued:** | **Monday 2nd May, Week 2, Term 2** | | **Draft Due:**  *(4 days prior)* | **3.10pm Monday 20th June,**  **Week 9, Term 2** | **Date Due:** | **9am Monday 27th June, Week 10, Term 2** |
| **Assessment Weighting:** | | **30% of course assessment** | | | | |

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| **Outcomes Being 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** * **H16-Devises methods of gathering, interpreting and communicating information about health and physical activity concepts.** |

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| **Context for the Task:**  **The following task will enable students to select a topic concerning issues to be studied in the Factors Affecting Performance Core and Sports Medicine HSC Option. Students will be given the opportunity to further broaden their understanding of a specific topic in Sports Science by conducting research of current literature and writing a literature review.** |

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| **Outline of Task:**  **The Australian Sports Commission is preparing to release its latest edition of its magazine called ‘Sports Coach’ and is seeking submissions of relevant papers from sport scientists and sports professionals on a range of topics which could be included. As a sport scientist/sport professional you have decided to write a literature review on a topic that could be considered for publication.**  **To complete this task, students are required to:**   1. **Select (1) topic from the list provided or another topic of interest in negotiation with your teacher. The topics cover some of the many relevant issues that concern sport and sports performance of the ‘present’ and no doubt the ‘future’.** 2. **Review/research at least (5) pieces of relevant literature concerning their topic (examples include: textbooks, sports science journal articles, relevant magazine articles or web sites)** 3. **Write a 1200 word literature review of the selected topic worthy of submission to the editors of the ‘Sport Coach’ magazine. (See CSU ‘writing a literature review’ attached for guidance)**   **Careful, accurate and appropriate referencing is required to access higher band results.** |

**Marking Guidelines**

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| **Marking Criteria** | **Mark** |
| * Communicates a **detailed** and **accurate** understanding of the reviewed topic using **clear** and **relevant** language and terminology. * **Detailed** and **accurate** evaluation and synthesis of the reviewed literature * **Accurate** use of the supplied scaffold for writing a literature review. * Ideas presented in an **articulate, clear and logical way** * **Extensive** and **explicit** referencing, including in text that assists the writer to analyse, evaluate and synthesise information. | **17-20** |
| * Communicates an **accurate** understanding of the reviewed topic using clear and relevant language and terminology. * **Accurate** evaluation and synthesis of the reviewed literature. * **Clear** use of the supplied scaffold for writing a literature review * Ideas presented in a **clear and logical way** * **Clear** and **thorough** references, including in text that assists the writer to analyse, evaluate and synthesise information. | **13-16** |
| * Communicates a **sound** understanding of the reviewed topic using appropriate language. * **Sound** analysis of the reviewed literature. * **Sound** use of **some** of the supplied scaffold for writing a literature review. * Ideas presented in a **clear** way. * **Sound** references, including in text. There may be some inaccuracies or inconsistencies. | **9-12** |
| * Communicates a **basic** understanding of the reviewed topic. * **Limited** analysis of the reviewed literature. * **Limited** use of the supplied scaffold for writing a literature review. * Presents **basic** ideas to communicate information. * **Some** evidence of references, including in text. There are **some inaccuracies** or **inconsistencies** evident. | **5-8** |
| * Communicates an **elementary** understanding of the reviewed topic or unreferenced. | **1-4** |

**Teacher Comment**

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| **(WWW) What’s working well …** |
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| **(EBI) Even better if …** |
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**Other Relevant Information**

## Possible research topics concerning sport and sports performance

**Students are to research ONE topic from the list below or another topic in negotiation with their teacher.**

* The use of ergogenic aids in improving performance (ie: Human growth hormone, EPO, Beta-Blockers, Diuretics etc).
* Nutritional techniques used in aerobic or strength based sports.
* The effectiveness of creatine phosphate on performance
* Training methods used to improve performance for power and speed events (ie: plyometric training)
* Hydration and fluid replacement techniques in exercise
* Psychological tools and their benefits for sport performance (ie: visualisation, mental imagery, flotation tanks etc)
* The use of technology for improving sports performance.
* The impact of altitude training on sports performance.
* Special exercise considerations for the aged athlete.
* Special exercise considerations for the young athlete.
* Female athlete Triad
* Iron deficiency and sports performance
* Calcium deficiency and sports performance
* Resistance training and the young athlete.

**Useful Web Sites:**

**1. Gatorade Sports Science Institute-** [www.gssiweb.com/](http://www.gssiweb.com/) **(excellent site- multiple topics)**

**2. Sportscience-**  [www.sportsci.org/](http://www.sportsci.org/) **(excellent site- multiple topics)**

**3. Medicine and Science in Sports and Exercise-** [www.ms-se.com/](http://www.ms-se.com/) **(good site-numerous journal articles from 2014 to 1969)**

**4. Nutrition.org-** [www.nutrition.org/](http://www.nutrition.org/) **(helpful site for nutrition topics)**

**5. Exercise Prescription-**  [www.exrx.net/](http://www.exrx.net/)  **(should prove useful)**

**Attachments for this task**

1. **CSU Learning Skills-Writing a literature review (McKinney, 2008)**

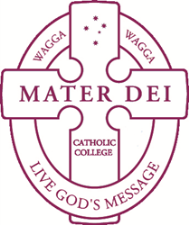
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***Student Draft Reflection***

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| Name |
| Date |

Submit this with your task to be reviewed.

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| 1. What part or parts of this draft are you satisfied with? |  |
| 1. What part of this draft do you think needs more work, or you are especially concerned about? |  |
| 1. 3 ideas or questions I have are: | (i) |
|  | (ii) |
|  | (iii) |
| 1. Other queries, specific questions. |  |



**Mater Dei Catholic College Submission of Drafts**

The submission of draft work is encouraged at Mater Dei Catholic College. Drafts allow feedback to occur and encourage student reflection. Drafts enable students to:

1. Strive for excellence.
2. Respond and act on questioning by a review.
3. Appreciate the value of a reader’s viewpoint/critique of their work.
4. Assess whether or not their work satisfies the intent/criteria of the task.

***Guidelines for Students***

1. Complete and hand in the self-reflection proforma with your draft.
2. 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”).
3. Two drafts of any one task would be considered the normal limit.
4. Drafts are to be submitted to your usual classroom teacher.
5. Any final draft should be submitted at least four 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.

***Guidelines for Staff***

1. Ideally a reply to a draft will be given within 48 hours.
2. Access to the task and the marking criteria is necessary.
3. Reading and critiquing drafts is done by the student’s classroom teacher
4. Responding to drafts by questioning will be the basis of feedback. The questions should be ‘thinking questions’.
5. Limit your comments – 3 or 4 most important aspects.
6. Alert students to missing components.
7. 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.