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|  | **Mater Dei Catholic College**  **ASSESSMENT TASK** | |
| **Subject** | **HSC 2 UNIT PDHPE** |
| **Task** | **Factors Affecting Performance** |

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| **Date Issued:** | **Term 2, Week 2** | | **Draft Due:**  *(4 days prior)* | **Term 2, Week 8** | **Date Due:** | **Term 2, Week 9** |
| **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**  **H11  designs psychological strategies and nutritional plans in response to individual performance needs** |

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| **Context for the Task:**  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. |

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| **Outline of Task:**  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.  Your report must address the following components:   1. **Outline** the predominant energy systems used in the sport (using relevant examples). 2. **Describe** how the principles of progressive overload and specificity can be applied to a strength training program for the professional athlete (include relevant and specific examples)   c. **Explain** one psychological strategy that could be used by the athlete to manage their anxiety and improve performance (include relevant and specific examples)  d. **Evaluate** one recovery strategy that can be used by the athlete (include relevant and specific examples)    **Your report should be clear and logically presented using headings. Careful, accurate and appropriate in-text referencing is required to access higher Band levels.**  **GLOSSARY:**   * ***Outline:*** *Sketch in general terms; indicate the main features of* * ***Describe:*** *Provide characteristics and features* * ***Evaluate:*** *Make a judgement based on criteria; determine the value of* * ***Explain:*** *Relate cause and effect; make the relationships between things evident; provide why and/or how* |

**Marking Guidelines**

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| **Marking Criteria** | **Mark** |
| * Precise outline of the predominant energy system used using relevant examples * Extensive description of how the principles of progressive overload and specificity can be applied to a strength training program for the athlete * Extensive explanation of one psychological strategy that could be used by the athlete to manage their anxiety and improve performance * Detailed and accurate evaluation of one recovery strategy that can be used by the athlete * Careful, accurate and appropriate extensive in-text referencing | **17-20** |
| * Thorough outline of the predominant energy system used using relevant examples * Thorough description of how the principles of progressive overload and specificity can be applied to a strength training program for the athlete * Thorough explanation of one psychological strategy that could be used by the athlete to manage their anxiety and improve performance * Detailed evaluation of one recovery strategy that can be used by the athlete * Careful, accurate and appropriate extensive in-text referencing | **13-16** |
| * Sound outline of the predominant energy system used using relevant examples * Sound description of how the principles of progressive overload and specificity can be applied to a strength training program for the athlete * Sound explanation of one psychological strategy that could be used by the athlete to manage their anxiety and improve performance * Sound evaluation of one recovery strategy that can be used by the athlete * Appropriate in-text referencing | **9-12** |
| * Basic outline of the predominant energy system used using relevant examples * Basic description of how the principles of progressive overload and specificity can be applied to a strength training program for the athlete * Basic explanation of one psychological strategy that could be used by the athlete to manage their anxiety and improve performance * Basic evaluation of one recovery strategy that can be used by the athlete * Basic or incomplete in-text referencing | **5-8** |
| * Elementary treatment of content or incomplete or unreferenced | **1-4** |

**Teacher Comment**

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| **What worked well -** |
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| **Even better if -** |
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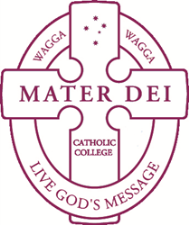
Mater Dei Catholic College

***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.