**SARAH REDFERN HIGH SCHOOL**

**PDHPE FACULTY**

**ASSESSMENT TASK:** 3 **YEAR / STAGE:** Stage 6 Year 12

**DUE DATE:** Friday 17th May, 2013.

**TITLE:** HSCCore 2: Factors Affecting Performance

**WEIGHTING:** 20%

**Learning Outcomes:**

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.

**Context:**

During this unit of work we have studied the factors that affect performance. In this module, students explore the physical and psychological bases of performance. They experience and critically analyse approaches to training and skill development and investigate the contributions of psychology, nutrition and recovery strategies to performance.

**Task Description:**

**This assessment contains two parts.**

**Part 1**

***Hand in Part 1 on the Friday of week 4.***

Select an individual sport OR one position in a team sport and complete the following activities based on this.

**Part 1: Factors Affecting Performance**

1. a) Choose one type of training (aerobic, anaerobic, strength and flexibility) and explain the type of training that would be most beneficial for improving performance. (5 marks)

b) Outline the principles of a training program that would enhance development of this sport. (5 marks)

c) Analyse the utilisation of the three energy systems in doing so, identify the dominant energy system or systems and describe the fuel source for each system. (10 marks)

**Part 2: In-class assessment – Extended Response**

Students will be given two questions. They are to select ONE question and write a response in class on Friday of Week 4 Term 2. Students can prepare notes on topic at home but will not be permitted to use notes in this part of the task.

*Questions to be given Week 2, Term 3.*

**Criteria for Assessing Learning:**

Your task will be marked according to your ability to:

• describe the relevance of the types of training and training methods for a variety of sports

• demonstrate an understanding of the energy systems with application to a sport through clear examples and use of graphs.

* classify and describe analyse how the principles of training can be applied to both aerobic and resistance training

**Marking Criteria**

**Part 1 - Factors Affecting Performance.**

**1 a)**

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| **Marks** | **Criteria** |
| **5** | Thoroughly explains the type of training in detail using appropriate terminology and explains how the type of training would be most beneficial for improving performance for the sport selected above. Provides multiple examples to support the response. |
| **3-4** | Explains the type of training and explains how they would be most beneficial for improving performance for the sport selected above. Provides an example to support the response. |
| **1-2** | Explains a type of training and/or explain how training can improve performance. |
| **0** | Did not attempt |

**1 b)**

|  |  |
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| **Marks** | **Criteria** |
| **5** | Thoroughly outlines the principles of training that would develop the athlete in the chosen sport. Provides an example of a training program and uses appropriate terminology and explains ideas in a clear and concise way. Provides multiple examples to support response. |
| **3-4** | Identifies principles of training. Explains ideas in a clear and concise way. Provides an example to support response. |
| **1-2** | Lists methods of measuring adaptations. |
| **0** | Did not attempt |

**1 c)**

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| **Marks** | **Criteria** |
| **9-10** | Very detailed account of the energy systems predominantly used for their chosen sport. Thoroughly describes the fuel source for each system and supports the explanation with diagrams. Justifies with use of multiple examples to demonstrate understanding. |
| **5-8** | Explains the energy systems in some detail and or explain some fuel sources in relation to their chosen sport. Sound justification with satisfactory examples. |
| **1-4** | Describes one energy system with little detail or names the energy systems. Little justification. |
| **0** | Did not attempt |