Assessment Task for Stage 6: HSC

Subject: PDHPE

Topics: Factors Affecting Performance – Training Report

<table>
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<tr>
<th>Assessment Task No.</th>
<th>Due Date:</th>
<th>Weighting</th>
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<tr>
<td>3</td>
<td>Term 2 Week 7 13th June 2014</td>
<td>35%</td>
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**Submission Instructions**

- Submit the task by placing it in the Assessment Bin at the Student Foyer by 9:00am
- This cover sheet must be attached to the task.
- Penalty for non attendance on day of assessment or late submission
  - Assessments submitted after 9.00am on the due date will immediately receive a 50% mark penalty of the achieved mark pending Illness/Misadventure certification.
  - Assessments submitted after 9.00am on the next day will receive a zero mark pending Illness/Misadventure certification.

PLEASE NOTE: THIS TASK WILL NOT BE ASSESSED BY YOUR TEACHER UNLESS YOU HAVE ASSESSED YOUR PERFORMANCE BY HIGHLIGHTING OR TICKING THE APPROPRIATE BOXES ON THE ATTACHED ASSESSMENT CRITERIA

**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
- 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.

**Student Confirmation**

By submitting the task for marking, I acknowledge the following:

1. The work submitted is my own work and appropriate acknowledgement of all sources has been made.
2. I am aware that the work may be submitted to plagiarism detection processes for the purpose of detecting possible plagiarism.
3. Where the work of others is used and not acknowledged, a finding of plagiarism will be made, a mark of zero awarded and I will have to resubmit the task.
4. I have a copy of this assessment if the original is lost or stolen.

Student’s signature: ________________________________ Date: ____________
**TASK DETAILS**

1. **Description of the Task**

*You a university student doing research for your PhD on AFL. You have been asked to prepare a written report on your findings to the University’s Sports Department.*

Note: A video on AFL is available on Youtube and includes footage of the AFL 2012 Nab Cup Round 1 West Coast Vs. Essendon [http://www.youtube.com/watch?v=nDUO_B_B9P0](http://www.youtube.com/watch?v=nDUO_B_B9P0) This video will help familiarise you with the sport of AFL and act as a stimulus material.

Your **Report** must:

- Focus on the sport of **AFL**
- Address the following key questions relating to AFL.

  a. **Outline** the predominant energy systems used in AFL.
     - complete this part using the table format shown below
     - use relevant examples (3 marks = 200 words)

     | Name | ATP-PC System | Lactic Acid System | Aerobic System |
     |------|---------------|-------------------|---------------|
     | Source of fuel |                |                   |               |
     | Duration |                |                   |               |
     | Cause of fatigue |            |                   |               |
     | By-products |              |                   |               |
     | Recovery time |              |                   |               |
     | AFL skill that uses energy system |         |                   |               |

  b. **Describe** how the principles of progressive overload and specificity can be applied to a strength training program for AFL (6 marks = 400 words)
     - include a range of relevant and specific practical examples

  c. **Explain** two psychological strategies that could be used by the athlete to manage their anxiety and improve performance (4 marks = 300 words)
     - include a range of relevant and specific practical examples

  d. **Evaluate** two recovery strategies that can be used by AFL players (4 marks = 300 words)
     - include a range of relevant and specific practical examples

  e. **Propose** how an AFL coach can modify the learning environment to improve the performance of athletes in the associative stage of skill acquisition (8 marks = 500 words)
     - include a range of relevant and specific practical examples
     - include the nature of the skill, the performance elements, practice methods and feedback

Total Word Limit – 1700 words

**Subject Specific Terminology:**

- Anaerobic
- Anxiety
- Closed Skill / Open Skill
- Associative Stage
- Concurrent Feedback
- Consistency
- Delayed Feedback
- Distributed Practice
- External Feedback
- Feedback
- Intensity
- Internal Feedback
- Knowledge of Performance
- Knowledge of Results
- Massed Practice
- Mental Rehearsal
Classroom Learning:

Students have been prepared to effectively complete this task through:

**How does training affect performance?**

**Students learn about:**

- energy systems
  - alactacid system (ATP/PC), lactic acid system, aerobic system

- types of training and training methods
  - aerobic, e.g. continuous, Fartlek, aerobic interval, circuit
  - anaerobic, e.g. anaerobic interval
  - flexibility, e.g. static, ballistic, PNF, dynamic
  - strength training, e.g. free/fixed weights, elastic, hydraulic

- principles of training
  - progressive overload, specificity, reversibility, variety, training thresholds, warm up and cool down

**Students learn to:**

- analyse each energy system by exploring:
  - source of fuel, efficiency of ATP production, duration that the system can operate
  - cause of fatigue, by-products of energy production, process and rate of recovery

- assess the relevance of the types of training and training methods for a variety of sports by asking questions such as:
  - Which types of training are best suited to different sports? Which training method(s) would be most appropriate? Why? How would this training affect performance?

- analyse how the principles of training can be applied to both aerobic and resistance training

**How can psychology affect performance?**

**Students learn about:**

- anxiety and arousal
  - trait and state anxiety, sources of stress, optimum arousal

- psychological strategies to enhance motivation and manage anxiety
  - concentration/attention skills, mental rehearsal/visualisation/imagery, relaxation techniques, goal-setting.

**Students learn to:**

- explain the difference between anxiety and arousal in terms of the effects on performance
- research case studies of athletes from different sports and ascertain the nature of their motivation and the psychological strategies they employ.
How can nutrition and recovery strategies affect performance?

Students learn about:

- recovery strategies
  - physiological strategies, e.g. cool down, hydration,
  - neural strategies, e.g. hydrotherapy, massage
  - tissue damage strategies, e.g. cryotherapy
  - psychological strategies, e.g. relaxation.

Students learn to:

- research recovery strategies to discern their main features and proposed benefits to performance.

How does the acquisition of skill affect performance?

Students learn about:

- stages of skill acquisition
  - cognitive, associative, autonomous

- the learning environment
  - nature of the skill (open, closed, gross, fine, discrete, serial, continuous, self-paced, externally paced)
  - the performance elements (decision-making, strategic and tactical development)
  - practice method (massed, distributed, whole, part)
  - feedback (internal, external, concurrent, delayed, knowledge of results, knowledge of performance)

Students learn to:

- examine the stages of skill acquisition by participating in the learning of a new skill, e.g. juggling, throwing with the non-dominant arm
- design a suitable plan for teaching beginners to acquire a skill through to mastery. The plan should reflect:
  - appropriate practice methods for the learners
  - the integration of relevant performance elements
  - an awareness of how instruction may vary according to characteristics of the learner
  - how feedback will be used as learners progress through the stages of skill acquisition

Terms used in the assessing of this task:

- **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
- **Propose**: Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
**Marking Criteria**

**Part A - Outline the predominant energy systems used in AFL.** (3 marks = 200 words)

<table>
<thead>
<tr>
<th>1 marks</th>
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**Part B - Describe how the principles of progressive overload and specificity can be applied to a strength training program for AFL** (6 marks = 400 words)

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**Part C - Explain two psychological strategies that could be used by the athlete to manage their anxiety and improve performance.** (4 marks = 300 words)

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Part D - Evaluate two recovery strategies that can be used by AFL players. (4 marks = 300 words)

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# PDHPE Assessment Task Feedback

**Student’s Name:** ______________________  
**Year:** 12 PDHPE

## Marking Criteria

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**Teacher’s Comment:**

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**Teacher’s Name:** M. Bertenshaw / M. Sluiter

**Final Mark:** _________________