Faculty: PDHPE   Course: Personal Development, Health and Physical Education   Year:  12

Assessment Task: Option 1 - Improving Performance

Assessment Weighting: 25%   Due: Term 1  Week 7  Date: 10/03/2020   Periods 2-3

Task Type: Hand in Task [ ]  In Class Task [x]  Practical Task [ ]

<table>
<thead>
<tr>
<th>Outcomes assessed (NESA)</th>
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<tbody>
<tr>
<td>H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity</td>
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<td>H9 explains how movement skill is acquired and appraised</td>
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<td>H10 designs and implements training plans to improve performance</td>
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<td>H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation</td>
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<tr>
<th>Task Description/Overview</th>
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<tbody>
<tr>
<td>Students will be completing an in-class assessment on Flexibility training and <strong>ONE</strong> of the following types of training that they have researched:</td>
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<tr>
<td>• Strength Training</td>
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<td>• Aerobic Training</td>
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<td>• Anaerobic Training (power and speed)</td>
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<tr>
<td>• Skill Training.</td>
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<td>Students will also be required to demonstrate an understanding on the following syllabus dot point:</td>
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<tr>
<td>Initial planning considerations</td>
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<tr>
<td>• performance and fitness needs (individual, team)</td>
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<tr>
<td>• schedule of events/competitions</td>
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<tr>
<td>• climate and season</td>
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<td>From this, you will be asked a variety of questions.</td>
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**Detailed Assessment Task Description**

Students will complete the task during periods 2-3 on Tuesday, 10th of March.

Questions will range from 3 marks to 8 marks.

You are required to analyse the two training types by drawing on current and reliable sources of information to:

- examine the types of training methods and how they best suit specific performance requirements
- design a training program
- describe how training adaptations can be measured and monitored
- identify safe and potentially harmful training procedures.

Students will also be required to demonstrate an understanding on the following syllabus dot point:

**Initial planning considerations**

- performance and fitness needs *(individual, team)*
- schedule of events/competitions
- climate and season

**Satisfactory completion of courses**

A course has been satisfactorily completed, when the student has:

- Followed the course developed/endorsed by the NSW Educational Standards Authority (NESA)
- Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark Range</th>
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</table>
| Outstanding (O) | - Displays extensive knowledge and understanding of two training types.  
- Demonstrates understanding of how initial planning considerations would differ for elite athletes and recreational/amateur participants.  
- Uses syllabus terminology  
- Responses reflect the key words from the question  
- Effectively communicates complex ideas and information.  
- Response provides a wide range of relevant and accurate examples. | **22-25**  |
| High (H)    | - Displays thorough knowledge and understanding of two training types.  
- Demonstrates understanding of how initial planning considerations would differ for elite athletes and recreational/amateur participants.  
- Uses syllabus terminology  
- Responses reflect most of the key words from the question  
- Effectively communicates detailed ideas and information.  
- Response provides a range of relevant and accurate examples. | **18-21**  |
| Sound (S)   | - Displays clear knowledge and understanding of two training types.  
- Describes how initial planning considerations would differ for elite athletes and recreational/amateur participants.  
- Can provide syllabus terminology  
- Responses reflect some of the key words from the question  
- Communicates ideas and information.  
- Response provides relevant examples | **12-17**  |
| Basic (B)   | - Displays some knowledge and understanding of training types.  
- Outlines how initial planning considerations would differ for elite athletes and recreational/amateur participants.  
- May include syllabus terminology.  
- Responses reflect some key words.  
- Response may provide examples. | **7-11**   |
| Limited (L) | - Displays general knowledge and understanding of training types.  
- Identifies initial planning considerations for elite athletes and recreational/amateur participants.  
- Responses reflect general language.  
- Response may provide an example. | **1-6**    |