



# LACHLAN ACCESS PROGRAM

## ASSESSMENT TASK NOTIFICATION

Subject: HSC PDHPE	Task Number: 2
Type of Task: Research Task - Factors affecting performance	<b>Coordinating Teacher:</b> Mrs Worland <b>Cooperating Teacher:</b> Mr Carter, Miss Foy, Mr Cattle
Date Issued: Week 11, Term 1, 2024	<b>Date Due:</b> Monday 6th May, Week 2, Term 2, 2024
Total Marks: 26	<b>Weighting:</b> 30%

Submission Instructions: *Students are to email assessment to [westernlap@det.nsw.edu.au](mailto:westernlap@det.nsw.edu.au) prior to 9.00am on Monday 6th May 2024.*

### Task Context:

*In this topic you have learnt how training, psychology, nutrition and recovery strategies and the acquisition of skill affects performance.*

*In this task you will explore the impact of a variety of variables on the physiological and psychological preparation of an athlete in a chosen sport. You will also explore the strategies used to improve the performance of an athlete in your chosen sport.*

### Syllabus 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

H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

### Task Description:

You have been appointed the role of Exercise Scientist for a professional athlete in a sport of your choice. You are to answer the following questions through the lens of your selected sport and athlete. You are required to source an AEROBIC training program for the sport of your choice and use this to analyse and evaluate its effectiveness by answering the following questions.





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1. Describe the initial planning considerations for this sport according to the training program. Compare how this differs between an elite athlete and a recreational participant in the sport? (8 marks). Be sure to include;

- Predominant energy system
- Types of training and training methods
- Phase of competition

2. Explain one psychological strategy that could be used by the athlete to manage their anxiety and improve performance (6 marks)

3. Critically evaluate how the principles of progressive overload and specificity have been applied to the aerobic training program for the professional athlete in the sport, including how the program addresses the stage of skill acquisition the athlete is in (12 marks)

### Criteria for Assessing Learning

*You will be assessed on your ability to:*

- *Describe the planning considerations in a sport of your choice*
- *Explain the impact of one psychological strategy on performance*
- *Evaluate the impact of energy systems, the principles of training and stages of skill acquisition on improving performance*

### HSC Key Verbs

*Describe - Provide characteristics and features*

*Compare - Show how things are similar or different*

*Explain - Relate cause and effect; make the relationships between things evident; provide why and/or how*

*Critically Evaluate – Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to evaluate*

### NESA “All My Own Work”

*By signing for this assessment task and having completed the NESA course “All My Own Work” I confirm that this assessment task will be free from plagiarism and reflective of my own work. I understand that if I am found to have plagiarised or engaged in malpractice, I will be referred to the HT Access to engage the LAP Malpractice process.*





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### Marking Guidelines:

1. Describe the initial planning considerations for this sport according to the training program. Compare how this differs between an elite athlete and a recreational participant in the sport? (8 marks)

Description	Marks
<p>Student provides:</p> <ul style="list-style-type: none"> <li>• Characteristics and features of all the initial planning considerations for this sport</li> <li>• A wide range of similarities and differences between the considerations for an elite athlete and recreational participant in the sport</li> <li>• Answer is comprehensively supported with multiple relevant examples for both the elite and recreational athlete</li> <li>• All characteristics and features of the phase of competition targeted by the training program.</li> <li>• All characteristics and features of the predominant energy system used in the sport/training program</li> <li>• Answer is comprehensively supported with examples which link both the energy systems and the appropriate sections of the training program</li> </ul>	8
<p>Student provides:</p> <ul style="list-style-type: none"> <li>• Characteristics and features of most of the initial planning considerations for this sport</li> <li>• A range of similarities and differences between the considerations for an elite athlete and recreational participant in the sport</li> <li>• Answer is supported with relevant examples for both the elite and recreational athlete</li> <li>• Most of the characteristics and features of the phase of competition targeted by the training program.</li> <li>• Most of the characteristics and features of the predominant energy system used in the sport/training program</li> <li>• Answer is supported with examples which link both the energy systems and the appropriate sections of the training program</li> </ul>	6-7
<p>Student provides:</p> <ul style="list-style-type: none"> <li>• Characteristics and features of some of the initial planning considerations for this sport</li> </ul>	4-5





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<ul style="list-style-type: none"> <li>• Some similarities and differences between the considerations for an elite athlete and recreational participant in the sport</li> <li>• Answer is supported with an example for both the elite and recreational athlete</li> <li>• Some characteristics and features of the phase of competition targeted by the training program.</li> <li>• Some characteristics and features of the predominant energy system used in the sport/training program</li> <li>• Answer is supported with an example which link both the energy systems and the appropriate sections of the training program</li> </ul>	
<p>Student provides:</p> <ul style="list-style-type: none"> <li>• Characteristics and features of a few of the initial planning considerations for this sport</li> <li>• Few similarities and differences between the considerations for an elite athlete and recreational participant in the sport</li> <li>• Few characteristics and features of the phase of competition targeted by the training program.</li> <li>• Few characteristics and features of the predominant energy system used in the sport/training program</li> </ul>	2-3
<p>Student:</p> <ul style="list-style-type: none"> <li>• Identifies the initial planning considerations and recognises they differ between an elite and recreational athlete</li> <li>• Identifies a phase of competition in the training program.</li> <li>• Identifies an energy system being utilised in the sport</li> </ul>	1



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**2. Explain one psychological strategy that could be used by the athlete to manage their anxiety and improve performance (6 marks)**

Description	Marks
Student provides: <ul style="list-style-type: none"> <li>● Extensive links of one psychological strategy to the management of anxiety and improvement in performance</li> <li>● Links to a wide range of examples relevant to the selected sport</li> <li>● Answer is well referenced and free from plagiarism</li> </ul>	6
Student provides: <ul style="list-style-type: none"> <li>● A range of links of one psychological strategy to the management of anxiety and improvement in performance</li> <li>● Links to a range of examples relevant to the selected sport</li> <li>● Answer is well referenced and free from plagiarism</li> </ul>	4-5
Student provides: <ul style="list-style-type: none"> <li>● Some links of one psychological strategy to the management of anxiety and improvement of performance</li> <li>● Some relevant examples linked to the specific sport</li> <li>● Answer is referenced and free from plagiarism</li> </ul>	2-3
Student provides: <ul style="list-style-type: none"> <li>● A description of one psychological strategy that could be used to manage anxiety and improve performance</li> <li>● Limited examples</li> </ul>	1



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**3. Critically evaluate how the principles of progressive overload and specificity have been applied to the aerobic training program for the professional athlete in the sport, including how the program addresses the stage of skill acquisition the athlete is in (12 marks)**

Description	Marks
<p>Student provides:</p> <ul style="list-style-type: none"> <li>• Extensive description of how the principles of progressive overload and specificity have been applied to an aerobic training program for the professional athlete in the sport</li> <li>• Critical evaluation of the incorporation of progressive overload and specificity into a training program, and the impact this has on performance</li> <li>• Correctly identifies stage of skill acquisition and provides a wide range of links between the program and the needs of the learner</li> <li>• Answer is supported by multiple relevant examples from the training program</li> </ul>	11-12
<p>Student provides:</p> <ul style="list-style-type: none"> <li>• Thorough description of how the principles of progressive overload and specificity have been applied to an aerobic training program for the professional athlete in the sport</li> <li>• Evaluation of the incorporation of progressive overload and specificity into a training program, and the impact this has on performance</li> <li>• Correctly identifies stage of skill acquisition and provides a range of links between the program and the needs of the learner</li> <li>• Answer is supported by relevant examples from the training program</li> </ul>	9-10
<ul style="list-style-type: none"> <li>• Sound description of how the principles of progressive overload and specificity have been applied to an aerobic training program for the professional athlete in the sport</li> <li>• Weak evaluation of the incorporation of progressive overload or specificity into a training program, and the impact this has on performance</li> <li>• Correctly identifies stage of skill acquisition and provides some links between the program and the needs of the learner</li> <li>• Answer is supported by some relevant examples from the training program</li> </ul>	6-8
<ul style="list-style-type: none"> <li>• Basic description of how the principles of progressive overload and specificity have been applied to an aerobic training program for the professional athlete in the sport</li> <li>• Identifies a stage of skill acquisition and provides few links between the program and the needs of the learner</li> <li>• Answer is supported by examples</li> </ul>	4-6





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<ul style="list-style-type: none"><li>• Limited description of how the principles of progressive overload and specificity have been applied to an aerobic training program for the professional athlete in the sport</li><li>• Identifies a stage of skill acquisition which may or may not be relevant for the training program</li></ul>	1-3
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