



Notice of Assessment Task
HSC PDHPE 2024-2025
Core 2: Factors Affecting Performance

Date of initial notification: Term 4, Week 8 Tuesday - 3/12/2024	Date of submission: Term 4, Week 10 Tuesday - 17/12/2024
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Task Number: 1

Time Allowed: 2 weeks	Weighting of task: 25%
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Course component/Focus area/Topic/Module: Core 2: Factors Affecting Performance

Task Description: In Class Response

Students will be given a range of scenarios during class time. They will be provided 50 minutes to respond to the following questions based on the provided scenarios.

- **Scenario 1 Question**
 - Explain the **physiological adaptations** the athlete should expect to experience if they employ the **principles of training** appropriately **(8 marks)**
- **Scenario 2 Question**
 - Justify the use of ONE **psychological strategy** the athlete could use to enhance **motivation** or manage **anxiety** **(5 marks)**
- **Scenario 3 Question**
 - For two different **recovery strategies**, explain why they would be beneficial for the athlete in the scenario **(8 marks)**
- **Scenario 4 Questions**
 - a) Identify the **stage of skill acquisition** the athlete is experiencing **(1 mark)**
 - b) Describe the **stage of skill acquisition** the athlete will experience next **(3 marks)**

Outcomes/Competencies to be assessed in this task:

- 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

If you are absent on the day that the task is due, you MUST see your teacher the next day (not your next lesson) that you are present at school to show your medical certificate or produce a misadventure form (refer to your Assessment Booklet for a copy of the form).

- Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.
- All appeals must be lodged within 48hrs of receipt of the task. Students who may consider an appeal are not permitted to take their task home. The original task cannot be altered in any way prior to the appeal process. See Assessment booklet for details.

12 PDHPE Core 2: Factors affecting Performance Assessment Marking Criteria

Criteria Scenario Question 1 - Explain the physiological adaptations the athlete should expect to experience if they employ the principles of training appropriately (8 marks)	
Outcomes:	
<ul style="list-style-type: none"> ● H8 Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity 	
8	<ul style="list-style-type: none"> ● Makes evident how the physiological adaptations the athlete is likely to experience occur due to the appropriate implementation of a variety of principles of training ● Provides examples that demonstrate the relationship between the training principles and the physiological adaptations the athlete is likely to develop
6-7	<ul style="list-style-type: none"> ● Provides characteristics and features of physiological adaptations the athlete is likely to develop in relation to the principles of training ● Provides relevant examples
4-5	<ul style="list-style-type: none"> ● Provides characteristics and features of principles of training AND/OR physiological adaptations ● Sketches in general terms physiological adaptations that occur due to the use of the principles of training ● Response may or may not be related to the athlete in the scenario
2-3	<ul style="list-style-type: none"> ● Sketches in general terms a physiological adaptation that occurs in response to a principle of training ● Sketches in general terms physiological adaptation(s) OR principle(s) of training
1	<ul style="list-style-type: none"> ● Recognises and names physiological adaptations AND/OR principles of training
0	<ul style="list-style-type: none"> ● No relevant information

Feedback

What you did well...	
what you could work on...	
where to next...	

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Criteria Scenario 2 Question - Justify the use of ONE psychological strategy the athlete could use to enhance motivation or manage anxiety (5 marks)	
Outcomes: <ul style="list-style-type: none"> H11 Designs psychological strategies and nutritional plans in response to individual performance needs 	
5	<ul style="list-style-type: none"> Provides arguments to support the chosen psychological strategy the athlete may use to enhance their motivation and manage anxiety Relates cause and effect between the psychological strategy and how the athlete will enhance motivation and/or manage anxiety Chosen strategy is relevant to the athlete in the scenario
4	<ul style="list-style-type: none"> Provides characteristics and features of the chosen psychological strategy Makes the relationship evident between the psychological strategy and benefits for the athlete Chosen strategy is relevant to the athlete in the scenario
3	<ul style="list-style-type: none"> Sketches in general terms a psychological strategy that manages anxiety AND/OR enhances motivation Chosen strategy is relevant to the athlete in the scenario
2	<ul style="list-style-type: none"> Sketches in general terms a psychological strategy that manages anxiety AND/OR enhances motivation Chosen strategy may not be relevant to the athlete in the scenario
1	<ul style="list-style-type: none"> Recognises and names a psychological strategy to enhance motivation and manage anxiety
0	<ul style="list-style-type: none"> No relevant information

Feedback

What you did well...	
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where to next...	

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- Exemptions and extensions for any other reason will only be determined at the discretion of the Head Teacher, and only in extenuating circumstances. You must advise the Head Teacher as soon as possible if you know you are unable to submit the task on the due date.*
- All appeals must be lodged within 48hrs of receipt of the task. Students who may consider an appeal are not permitted to take their task home. The original task cannot be altered in any way prior to the appeal process. See Assessment booklet for details.*

Criteria Scenario 3 Question - For two different recovery strategies, explain why they would be beneficial for the athlete in the scenario (8 marks)

Outcomes:

- **H8 Explains how a variety of training approaches and other interventions enhance performance and safety in physical activity**

8	<ul style="list-style-type: none"> ● Makes evident the relationship between chosen strategies and the recovery of the athlete in the scenario. ● Provides reasons for the eventual benefits of the chosen recovery strategies ● Makes clear the characteristics and features of chosen recovery strategies ● Provides accurate and relevant examples
6-7	<ul style="list-style-type: none"> ● Provides characteristics and features of the role chosen recovery strategies play in the recovery of the athlete in the scenario ● Provides relevant examples
4-5	<ul style="list-style-type: none"> ● Provides characteristics and features of the role recovery strategies play in recovery for athletes ● Provides examples
2-3	<ul style="list-style-type: none"> ● Sketches in general terms the role recovery strategies play in recovery ● May provide examples
1	<ul style="list-style-type: none"> ● Provides some relevant information on recovery strategies
0	<ul style="list-style-type: none"> ● No relevant information

Feedback

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Criteria Scenario 4 Question a) Identify the stage of skill acquisition the athlete is experiencing (1 mark)

Outcomes:

- **H9 Explains how movement skill is acquired and appraised**

1	<ul style="list-style-type: none">● Accurately Identifies the stage of skill acquisition the athlete is experiencing
0	<ul style="list-style-type: none">● Does not accurately identify the stage of skill acquisition the athlete is experiencing

Feedback

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Criteria Scenario 4 Question b) Describe the stage of skill acquisition the athlete will experience next (3 marks)

Outcomes:

- **H9 Explains how movement skill is acquired and appraised**

3	<ul style="list-style-type: none"> ● Provides characteristics and features of the stage of skill acquisition the athlete in the scenario will experience next.
2	<ul style="list-style-type: none"> ● Sketches in general terms some information about the stage of skill acquisition the athlete in the scenario will experience next.
1	<ul style="list-style-type: none"> ● Provides some information about the stages of skill acquisition
0	<ul style="list-style-type: none"> ● No relevant information

Feedback

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