



YEAR 12 Personal Development, Health and Physical Education

Option – Improving Performance

Due Date: Thursday 24/5/2018 Period 2 Term 2, Week 4	Assessment Name: Option - Improving Performance
Mark: /20	Weighting: 20 %

SYLLABUS OUTCOMES TO BE 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

H17 Devises methods of gathering, interpreting and communicating information about health and physical activity concepts

DIRECTIVES TO BE ASSESSED:

How – explain the extent, provide reasons for

Evaluate - make a judgement based on criteria; determine the value of

TASK DESCRIPTION:

Part A

Students are to complete two (2) ALARM summary sheets (size A4 and one sided only) in preparation to answer two (2) extended response questions outlined in Part B.

- ALARM summary sheets are to cover the same syllabus dot points as the examination questions outlined in Part B. (they cannot use any other type of summary sheet)
- ALARM summary sheets are to be hand written and one sided only
- ALARM summary sheets will be allowed to be used to prepare written responses for the first 5 minutes of the task and then collected by the class teacher.

Part B

In class task completing two (2) extended response questions (45 minutes allocated)

- students are expected to be present on the day (Thursday 24th May, Week 4, period 2)
- students are allowed to bring their two (2) ALARM summary sheets to assist them prepare for the first 5 minutes of the written task in class.

ALARM summary sheets for Improving Performance (Option)

Your ALARM summary sheets should cover the following dot points from the Improving Performance option syllabus:

- Initial planning considerations
- Use of drugs

Question 1: (H7) How - explain the extent, provide reasons for

(8 marks)

Students learn about:

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

Students learn to:

- describe the specific considerations of planning for performance in events/competitions. How would this planning differ for elite athletes and recreational/amateur participants?

Question 2: (H8) Evaluate - make a judgement based on criteria; determine the value of

(12 marks)

Students learn about:

- use of drugs
 - the dangers of performance enhancing drug use, eg physical effects, loss of reputation, sponsorship and income
 - for strength (human growth hormone, anabolic steroids)
 - for aerobic performance (EPO)
 - to mask other drugs (diuretics, alcohol)
 - benefits and limitations of drug testing

Students learn to:

- justify the reasons drugs are considered to be unethical and carry a range of risks for the athlete
- argue issues related to drug testing such as:
 - at what level of competition should drug testing be introduced?
 - which drugs should be tested for?
 - what are the pros and cons of drug testing?
 - what should be the consequences of drug use?

Teacher Note: Students need only a general understanding of the performance-related effects of, and the harm associated with, using drugs. Ethical considerations – such as fair play versus cheating, whether the drug use is for personal success or because sport is 'big business' – need to be explored.

ASSESSMENT CRITERIA – STUDENT CHECKLIST:

You will be assessed on your ability to:

- Provide a detailed summary of the above dot points using the ALARM summary sheets provided.
- Make a judgement on the reasons and / or issues concerning the use of drugs in sport
- Describes how specific considerations of planning for performance are used in sports performance

MARKING CRITERIA

Part B - Question 1 MARKING GUIDELINES	
Guideline	Mark/Grade
<ul style="list-style-type: none"> • Discusses the extent and differentiation of planning needed for elite and amateur athletes • Makes the relationship evident between differentiated planning and performance of elite and amateur athletes • Provides relevant examples 	8
<ul style="list-style-type: none"> • Provides reasons for the differing planning considerations for elite and amateur athletes • Recognises a relationship between planning and performance of elite and amateur athletes • Provides relevant examples 	6 - 7
<ul style="list-style-type: none"> • Provides characteristics and features of planning for elite and amateur athletes • Provides an example 	4 - 5
<ul style="list-style-type: none"> • Sketches in general terms planning considerations for elite or amateur athletes 	2 - 3
<ul style="list-style-type: none"> • Provides some relevant information about planning for performance 	1

Part B - Question 2 MARKING GUIDELINES	
Guideline	Mark/Grade
<ul style="list-style-type: none"> • Recognises the risk taking and ethical considerations associated with drug use in sport • Makes judgments about athletes' use of drugs from a risk taking AND ethical perspective • Communicates ideas and information using relevant examples 	11 - 12
<ul style="list-style-type: none"> • Recognises the risk taking and ethical considerations associated with drug use in sport • Provides points for and against the use of drugs by athletes from a risk taking AND ethical perspective • Communicates ideas and information using relevant examples 	8 - 10
<ul style="list-style-type: none"> • Recognises the risk taking and ethical considerations associated with drug use in sport • Provides characteristics and features of athletes' drug use from a risk taking AND ethical perspective. • Uses relevant examples 	5 - 7
<ul style="list-style-type: none"> • Sketches in general terms risk taking and ethical perspectives of drug use in sport • Provides an example 	3 - 4
<ul style="list-style-type: none"> • Provides some relevant information about drugs in sport 	1 - 2

Check your assessment booklet for the PHS Assessment Policy