**KOTARA HIGH SCHOOL**

**Year 12 2 Unit PD/H/PE**

HSC Core 2 ‑ “Factors Affecting Performance”

Training Program Analysis

Date Issued: Monday 14th March

**Due Date:** Monday 4h April

HSC Assessment Weighting: 25%

Marks: 40 (scaled to a mark out of 25)

Outcomes: H7, H8, H11, H16

Syllabus Areas: How Does Training Affect Performance?

**Task Description:**

PART A – HAND IN COMPONENT (Due to the PDHPE staffroom before 9.00am Monday 4th April)

(i) Develop an in-season training program for a specific athlete of your choice. Present this program on the proforma provided. The program should outline the types of training undertaken and should reflect the principles of training.

(8 Marks)

(ii) Examine the contribution of the energy systems to the performance of this athlete. This examination should involve identifying the dominant energy system, the relative contribution of **each** of the energy systems for the athlete’s chosen sport and discussion of:-

* The fuel sources used
* The duration that the systems operate during the athletes performance
* The causes of fatigue during the athletes performance
* The process and rate of recovery

Your answer for this section should be approximately 2 pages

(12 Marks)

PART B – IN CLASS COMPONENT (To be completed under exam conditions in the MPC Period 2 Monday 4th April)

(iii) Students are asked to prepare an essay that answers the following question:-

“Examine the relationship between the principles of training, physiological adaptations and improved performance.”

You should use class notes, textbooks, the internet, and other resources to draft an answer to this question. On Monday 4th April, Period 2, you will be required to write an answer to this question under exam conditions without the aid of any resources. Time allowed 40 minutes.

(20 Marks)

***Marking Guide.***

PART A – HAND IN COMPONENT (Due to the PDHPE staffroom before 9.00am on the 4th April)

(i)

|  |  |
| --- | --- |
| 8 | Training program is presented thoroughly displaying extensive detail and understanding |
| 6 - 7 | Training program is presented in a clear and logical manner with a detailed description. |
| 4 - 5 | Training program is well presented but contains insufficient detail |
| 2 - 3 | Training program is poorly presented and contains insufficient detail |
| 0 – 2 | Training program is incomplete or has not been attempted |

(ii)

|  |  |
| --- | --- |
| 10 -12 | Demonstrates extensive knowledge and understanding of the relative contribution of the energy systems to the athlete’s event.  Provides meaningful discussion on all syllabus points linking them to the athlete and his/her chosen sport. |
| 6 – 9 | Sound understanding of the energy systems, covering most syllabus areas linking them to the athlete and his/her chosen sport. |
| 3 - 5 | Basic understanding and brief description about the athletes use of the energy systems touching on some of the syllabus points. |
| 0 - 2 | Provides some general information on energy systems. May provide some incorrect analysis/information |

PART B – IN CLASS COMPONENT

(To be completed under exam conditions Period 2 Monday 4th April)

(iii)

|  |  |
| --- | --- |
| **MARKING GUIDELINES** | **MARKS** |
| * Examines in extensive detail the relationship between the principles of training, physiological adaptations, and how they contribute to improved performance * Clear understanding of relevant terms or concepts * Accurate presentation of data or evidence * Uses a range of relevant examples to illustrate answer * Presents ideas in a clear and logical way | 17-20 |
| * Examines in detail the relationship between the principles of training, physiological adaptations, and how they contribute to improved performance.      * uses relevant examples to illustrate answer * Presents ideas in a clear and logical way | 13-16 |
| * Describes in basic terms information about the principles of training and physiological adaptations. * Uses examples to illustrate answer | 9-12 |
| * Outlines or lists the principles of training and physiological adaptations.      * May use examples | 5-8 |
| * Provides limited information on groups experiencing inequities | 1-4 |

**TRAINING PROGRAM PROFORMA**

**ATHLETE PROFILE - AGE: GENDER: SPORT: LEVEL OF COMPETITION:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** | **SATURDAY** | **SUNDAY** |
| **MORNING** |  |  |  |  |  |  |  |
| **DAYTIME** |  |  |  |  |  |  |  |
| **EVENING** |  |  |  |  |  |  |  |