



## Task 3: Factors Affecting Performance & Improving Performance – Training Programs

**Due Date:** 12 PDH Williams - Period 5 20/6/2025 (Week 8)

**Task Distributed:** 3/6/25 (Week6)

**Unit:** Factors affecting performance / Improving performance

**Task Type:** Hand-in and open book

**Task Weighting:** 30%

**Outcomes:** H7, H8, H10, H17

### Task Description

**Part A: TURNED IN ON GOOGLE CLASSROOM (15 Marks)**

Design a **three week** training plan to improve an athletes performance in your selected team sport (eg rugby league, soccer, netball) which includes:

- a) appropriate types of training
- b) training methods and
- c) principles of training

*NOTE: your athlete must be at the associative or autonomous stage of skill acquisition- pitch your session at this level of skill development, they are an elite level athlete and cater to this.*

**Part B: (20 marks)**

This part of the task will be completed in-class as a written task in 50 minutes. You may bring your training program in class to assist your completion of the task. Below is the outline

1. **initial planning considerations** (2 marks)
2. **measuring and monitoring** with reference to your athlete in the program (4 marks)
3. The **physiological adaptations** an athlete would experience. (6 marks)
4. **Assess the principles of training.** (8 marks)

### NESA Glossary of Key Words

Understand the verb associated with the task. The verb will provide an understanding of the detail needed to successfully answer the question.

- **Outline** - Sketch in general terms; indicate the main features of
- **Discuss** - Identify issues and provide points for and/or against
- **Assess** - Make a judgement of value, quality, outcomes, results or size

Check the NESA Glossary of Key Words for further guidance  
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>

## Details of Submission

- Part A - will be submitted online via Google Classroom to your classroom teacher.
- Part B- In-class component will be completed during designated class period, and you may use your training program to assist you.
- Students will need to bring pens to this in class assessment task. Students can use at home time to prepare for their in class task.
- All answers are to be completed on the provided response paper.
- The Student's name needs to be written on the front of the response paper.

## Teacher Feedback and Student Self-Reflection

- The task will typically be returned to students within 14 days of the due date.
- At this time feedback including information on how to improve will be provided through the marking criteria.
- Students can clarify or seek further feedback by speaker with their teacher or the assessment marker.

Upon return of the task, students will also be expected to complete a self-reflection.

Students will be required to complete a self-reflection worksheet at the time students receive their assessment mark and teacher feedback. Self-reflection is an important part of the learning process as it provides an opportunity to reflect on the strength of our performance, as well as areas that have been identified to strengthen in future tasks.

## How does this link to my learning?

- Demonstrates knowledge and understanding about the way the body moves.
- Demonstrates an ability to improve participation and performance in physical activity.
- Demonstrates an ability to apply the skills of critical thinking, research and analysis.

## Assessment Procedures

All students should be fully aware of the School Assessment Procedures for their year group. These were provided at the beginning of the school year and are available off the school website under the Learning Tab for each year group. All students should be fully aware of the school assessment procedures. Students who are absent when submitting the task, or have a legitimate reason for missing the task, must notify the school. To avoid a zero mark being awarded, any absence must be supported by valid misadventure/illness documentation as outlined in the Year 12 Assessment Guide. Students should access this guide for more information.

# Marking Criteria

## Part A – Design a three week training program. H10. (RO4)

Criteria	Marks Available	Achievement Level
<ul style="list-style-type: none"> <li>▪ Presents an exemplary training program, containing highly appropriate training types and methods suitable for the chosen sport. The training types and methods are highly appropriate to the stage of skill acquisition (associative/autonomous).</li> <li>▪ Demonstrates an exceptional level of critical thinking about the physiological development through the selection of types of training and inclusion of ALL the principles of training within the training program.</li> <li>▪ Presents highly appropriate examples.</li> </ul>	13 – 15	<b>Extensive</b>
<ul style="list-style-type: none"> <li>▪ Presents a training program, containing mostly appropriate training types and methods suitable for the chosen sport. The training types and methods are appropriate to the stage of skill acquisition (associative/autonomous).</li> <li>▪ Demonstrates highly appropriate physiological development through the selection of types of training and inclusion of most of the principles of training within the training program.</li> <li>▪ Presents appropriate examples.</li> </ul>	10 – 12	<b>Thorough</b>
<ul style="list-style-type: none"> <li>▪ Presents a training program, containing some training types and methods suitable for the chosen sport. The training types and methods are appropriate to the stage of skill acquisition (associative/autonomous).</li> <li>▪ Demonstrates a selection of types of training and inclusion of some of the principles of training within the training program.</li> <li>▪ Presents some examples appropriate examples.</li> </ul>	7 – 9	<b>Sound</b>
<ul style="list-style-type: none"> <li>▪ Presents a basic training program, containing some training types or methods suitable for the chosen sport. The training types and methods may link to the stage of skill acquisition (associative/autonomous).</li> <li>▪ Demonstrates a basic understanding of the types of training through the inclusion of limited number of the principles of training within the training program.</li> <li>▪ Presents basic examples.</li> </ul>	4 – 6	<b>Basic</b>
<ul style="list-style-type: none"> <li>▪ Presents a very limited training program, with minimal inclusion of the training types and methods.</li> <li>▪ Presents limited or no examples.</li> </ul>	1 – 3	<b>Elementary</b>

## Part B

**Question 1 - Outline the initial planning considerations you would need to take when designing your training program to ensure that performance is improved. (2 marks) H17. (RO5)**

Criteria	Marks Available	Achievement Level

<ul style="list-style-type: none"> <li>▪ Sketches in general terms all initial planning considerations that need to be taken when planning a training session.</li> <li>▪ Provides relevant examples to support the answer.</li> </ul>	2	<b>Extensive</b>
<ul style="list-style-type: none"> <li>▪ Lists or identifies some planning considerations that need to be taken when planning a training session.</li> </ul>	1	<b>Thorough</b>

**Question 2 - Describe how training adaptations can be measured and monitored from your athlete after completing your three week training program. (4 marks) H17. (RO5)**

<b>Criteria</b>	<b>Marks Available</b>	<b>Achievement Level</b>
<ul style="list-style-type: none"> <li>▪ Provides a detailed description of how training adaptations that can be measured and monitored after completing the training program.</li> <li>▪ Provides highly relevant examples to support the response.</li> </ul>	4	<b>Thorough</b>
<ul style="list-style-type: none"> <li>▪ Provides descriptions of most training adaptations that be measured and monitored after completing the training program.</li> <li>▪ Provides some relevant examples to support the response.</li> </ul>	3	<b>Sound</b>
<ul style="list-style-type: none"> <li>▪ Sketches in general terms some training adaptations that can be measured or monitored after completing the training program.</li> <li>▪ Provides basic examples to support the response.</li> </ul>	2	<b>Basic</b>
<ul style="list-style-type: none"> <li>▪ Lists some training adaptations that can be measured or monitored OR</li> <li>▪ Provides a basic example to support the response.</li> </ul>	1	<b>Elementary</b>

**Question 3 - Discuss the physiological adaptations an athlete would experience as a result of participating in your training program. (6 marks) H7. (RO3)**

<b>Criteria</b>	<b>Marks Available</b>	<b>Achievement Level</b>
<ul style="list-style-type: none"> <li>▪ Provides a response that extensively discusses the physiological adaptations that would occur in response to your training program.</li> <li>▪ Provides highly relevant examples to support your response.</li> <li>▪ Presents ideas in a clear and logical manner.</li> </ul>	6	<b>Extensive</b>
<ul style="list-style-type: none"> <li>▪ Provides a response that includes the cause and effect of physiological adaptations that would occur in response to your training program.</li> <li>▪ Provides relevant examples to support your response.</li> <li>▪ Presents ideas in a clear and logical manner.</li> </ul>	5	<b>Thorough</b>

<ul style="list-style-type: none"> <li>Provides a detailed description of physiological adaptations that would occur in response to your training program.</li> <li>Provides some relevant examples to support the response.</li> </ul>	3 – 4	<b>Sound</b>
<ul style="list-style-type: none"> <li>Sketches in general terms some physiological adaptations that would occur in response to your training program.</li> <li>Provides basic examples to support the response.</li> </ul>	2	<b>Basic</b>
<ul style="list-style-type: none"> <li>Lists some physiological adaptations that would occur in response to your training program OR</li> <li>Provides a basic example to support the response.</li> </ul>	1	<b>Elementary</b>

**Question 4 - Assess how effectively you have used the principles of training in designing your training program. (8 marks) H8. (RO3)**

<b>Criteria</b>	<b>Marks Available</b>	<b>Achievement Level</b>
<ul style="list-style-type: none"> <li>Demonstrates an exceptional knowledge and understanding as to how the principles of training have been embedded within the training program.</li> <li>Provides a clear judgement as to how effective the training program is in design.</li> <li>Uses highly relevant examples to support the response.</li> <li>Presents answer in a clear and logical manner.</li> </ul>	8	<b>Extensive</b>
<ul style="list-style-type: none"> <li>Demonstrates an understanding as to how the principles of training have been embedded within the training program.</li> <li>Provides a judgement as to how effective the training program is in design.</li> <li>Uses relevant examples to support the response.</li> <li>Presents answer in a clear and logical manner.</li> </ul>	6 – 7	<b>Thorough</b>
<ul style="list-style-type: none"> <li>Demonstrates some knowledge as to how some of the principles of training have been embedded within the training program.</li> <li>Provides a statement as to how effective the training program is in design.</li> <li>Uses some relevant examples to support the response.</li> </ul>	4 – 5	<b>Sound</b>
<ul style="list-style-type: none"> <li>Sketches in general terms how some of the principles of training have been embedded within the training program.</li> <li>Infers the training program is effective or ineffective in its design.</li> <li>Uses simple examples to support the response.</li> </ul>	2 – 3	<b>Basic</b>
<ul style="list-style-type: none"> <li>Lists the principles of training have been embedded within the training program.</li> <li>May provide a simple example.</li> </ul>	1	<b>Elementary</b>

**Report Outcome Marks and Level of Achievement**

Mark Feedback							
Level	R03	R05	R04	Total Mark	Weighted Mark /35	Percentage	Position for Task
Extensive	13 – 14	6	13 – 15	30 – 35			
Thorough	10 – 12	5	10 – 12	23 – 29			
Sound	7 – 9	3 – 4	7 – 9	15 – 22			
Basic	4 – 6	2	4 – 6	8 – 14			
Elementary	1 – 3	1	1 – 3	1 – 7			
Mark Achieved							
Level Achieved							

Teacher feedback / signature