



Task 3: Training for Improved Performance – Training Programs

Due Date: Online Submission Friday 26th June (week 10)

In Class Response Friday 26th June Period 2

Task Distributed: 25/5/26 (Week6)

Unit: Training for Improved Performance

Task Type: Hand-in and In class
Response

Task Weighting: 25%

Outcomes: 12HMS-04 12HMS-05 12HMS-06 12HMS-07 12HMS-08 12HMS-10

Task Description

Part 1: TURNED IN ON GOOGLE CLASSROOM (25 Marks)

- A. **Yearly Training Program (10marks)**, Using the attached template analyse the different phases of the training year and explain how periodisation supports athlete performance.

Complete the table by:

- Explain the purpose of each phase
- Outline the likely training methods used in this phase
- Identify expected training intensity
- Identify examples of fitness components targeted

You should apply examples relevant to sport and athlete performance.

B. Design a 3-Week Meso Cycle (15 Marks)

Design a **three week mesocycle** 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 is an Elite Athlete- pitch your session at this level of skill development.

Part 2: (20 marks)

This part of the task will be completed as an unseen exam question 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 of exam style questions to prepare for:

Individual Vs Group Sport Programs (3marks)

Types of Training (5marks)

Psychological Strategies to Enhance Performance. (5 marks)

Principles of training. (7 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
- **Explain**- Relate cause and effect.
- **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 1 - will be submitted online via Google Classroom to your classroom teacher.
- Part 2- 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 speaking 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 1a

Training Phase Analysis

Description	Grade	Marks
<ul style="list-style-type: none"> ● Demonstrates a thorough and accurate understanding of the training phase. Clearly explains the main goals using correct terminology and consistently links them to performance. Provides multiple sport-specific examples. ● Accurately outlines appropriate training methods that match the phase and athlete demands. ● Correctly identifies all relevant fitness components. Clearly identifies both training intensity and volume with strong understanding of training load. Response is well-structured and shows advanced application of HMS concepts. 	9-10	Extensive
<ul style="list-style-type: none"> ● Demonstrates a clear understanding of the training phase. Explains the main goals with mostly correct terminology and includes at least one relevant sporting example. ● Identifies appropriate training methods with minor omissions. ● Correctly identifies most fitness components. Describes intensity and/or volume with general accuracy. Response shows sound application of HMS concepts. 	7-8	Thorough
<ul style="list-style-type: none"> ● Demonstrates a satisfactory understanding of the training phase. Provides a basic explanation of goals with some correct terminology, but limited detail or linking to performance. ● Identifies some relevant training methods, but may be generic. ● Identifies some fitness components correctly. Shows partial understanding of intensity or volume. Application of concepts is present but inconsistent. 	5-6	Sound
<ul style="list-style-type: none"> ● Demonstrates a limited understanding of the training phase. Describes goals in a basic or unclear way with minimal terminology. Training methods are generic or partially incorrect. ● Fitness components are incomplete or partially incorrect. Intensity and volume understanding is minimal or unclear. Response shows limited application of HMS knowledge. 	3-4	Basic
<ul style="list-style-type: none"> ● Demonstrates very limited or no understanding of the training phase. ● Response is incorrect, irrelevant, or missing key components. ● Little to no use of correct terminology or relevant examples. No clear understanding of training methods, fitness components, or training load concepts. 	0-2	Elementary

Part 1b – Design a three week training program.

Criteria	Marks Available	Achievement Level
<ul style="list-style-type: none"> ▪ 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). ▪ Demonstrates an exceptional level of critical thinking about physiological development through the selection of types of training and inclusion of ALL the principles of training within the training program. ▪ Presents highly appropriate examples. 	13 – 15	Extensive
<ul style="list-style-type: none"> ▪ 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). ▪ 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. ▪ Presents appropriate examples. 	10 – 12	Thorough
<ul style="list-style-type: none"> ▪ 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). ▪ Demonstrates a selection of types of training and inclusion of some of the principles of training within the training program. ▪ Presents some appropriate examples. 	7 – 9	Sound
<ul style="list-style-type: none"> ▪ 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). ▪ Demonstrates a basic understanding of the types of training through the inclusion of a limited number of the principles of training within the training program. ▪ Presents basic examples. 	4 – 6	Basic
<ul style="list-style-type: none"> ▪ Presents a very limited training program, with minimal inclusion of the training types and methods. ▪ Presents limited or no examples. 	1 – 3	Elementary

Par 2 Exam Response:

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. **Individual Vs Group Sport** Programs (3marks)
2. Incorporating **Types of Training** (5marks)

3. **Psychological Strategies** to Enhance Performance. (5 marks)
4. **Principles of training** in designing the training program. (7 marks)

<u>Yearly Training Program (/10)</u>	<u>3-Week Mesocycle (/15)</u>	<u>In-Class Response (/20)</u>	<u>Total (/40)</u>	<u>Overall Grade (A-E)</u>	<u>Teacher Comments</u>

Grade Conversion (Overall /45)

Grade	Marks (/45)
A	36–45
B	29–35
C	22–28
D	14–21