THE RIVERS SECONDARY COLLEGE
The heart of secondary education for Lismore

THE RIVERS SECONDARY COLLEGE
RICHMOND RIVER HIGH CAMPUS
The heart of secondary education for Lismore

Richmond River High Campus

Task Number	1	**Task Name**	Body and Mind in Motion Case Study
Course	Preliminary Health and Movement Science (HMS)	**Faculty**	PDHPE
Teacher	Mr Everson	**Head Teacher**	Mr Eakin
Issue date	Monday 3rd of March, Week 6	**Due date**	Friday 28th of March Week 9
Focus (Topic)	CORE 2 THE BODY AND MIND IN MOTION	**Task Weighting**	35%
Submission	Google classroom	**Marks**	/10

Outcomes

A student:
HM-11-03 analyses the systems of the body in relation to movement
HM-11-06 Analysis: analyses the relationships and implications of health and movement concepts
HM-11-07 Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues.

Your task will be marked on your ability to:

- Demonstrate knowledge and understanding of the health and physical activity concepts relevant to questions
- Apply the skills of critical thinking and analysis
- Communicate ideas and information using relevant examples.
- Present a logical and cohesive response

POLICY DETAILS:

- The School Policy and Schedule MUST be followed
- Students should refer to the Assessment Policy and Schedule for information on submission of work, plagiarism, illness/misadventure/extension appeals, and the assessment task appeals process
- Assessment tasks must be completed or handed in on the due date during the scheduled class unless otherwise stated on the task notification
- Assessment tasks that are handed in late may receive ZERO (0) marks and an N Determination Award Warning letter issued
- One draft can be submitted in person or via email no later than 48 hours prior to the task due date. Feedback will be given by teachers in person or via google classroom
- Students will be given individualised feedback on their assessment including a mark, rank, cumulative rank, reflection sheet as well as notes from all of the markers within two weeks of submission

KEY WORDS	
Justify	Support an argument or conclusion
Describe	Provide characteristics and features
Outline	Sketch in general terms; indicate the main features of
Assess	Make a judgement of value, quality, outcomes, results or size
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Explain	Relate cause and effect, make the relationships between things evident, provide why and / or how
Evaluate	Make a judgement based on criteria, determine the value of
Critically Evaluate	Make a judgement statement and provide justification

Task Description

Context of Task:
Students will assume the role of a head sports coach reviewing an athlete performance after a 200m butterfly swimming event at the Olympic trials. The case study below provides an overview of the athletes reflection on their performance in the event they competed in. Using the information in their case study, students are to complete a written or verbal submission

CASE STUDY
The athlete competed in the final of the 200m butterfly at the Australian Olympic trials. The athlete did not feel they performed as well as they could have. The athlete felt fatigued and tired at the end of the 200m butterfly final race and that their body could not sustain the level of intensity needed despite how hard they tried.

Submission requirements:
Students are required to submit the following elements to complete the task;

1) A short profile of the athlete, including the level (eg recreational or elite) and the swimming event the athlete competes in (approx 300 words)
2) A hypothetical energy graph for the athlete, demonstrating the interplay of energy systems during their performance
3) A recording or transcript of the conversation between the head sports coach and the athlete analysing the interplay of the energy systems for the 200m butterfly swimming event. The conversation must include;
    - reference to fuel sources
    - efficiency of ATP production
    - duration of event
    - recruitment or use of the energy systems at different points in the sport, event, match or race they competed in
    - intensity of performance at different points in the sport, event, match or race they competed in and the relationship to interplay of the energy systems
    - rate of recovery
    - causes of fatigue.
4) A justification of why the athlete was not able to sustain the intensity they desire in the final stage of the 200m butterfly event. Include specific examples to support the justification.
5) Suggestions for what the athlete could have done prior to, and during the 200m butterfly race to ensure they were able to sustain the desired intensity in the final stages of the race.

MARKING CRITERIA	
10-9	● Demonstrates a comprehensive understanding of the interplay between the ATP-PCr, Glycolytic (Lactic Acid) and Aerobic energy systems ● Shows a clear relationship between the profile of the athlete (the position, the situation of the sport, event, match or race they competed in) and the interplay of the energy systems ● Draws out a variety of implications this relationship has on movement and performance in the final stages of the sport, event, match or race they competed in ● Provides substantiated justifications of why the athlete was fatigued in the final stages of the sport, event, match or race they competed in highlighting the features of each energy system and the interrelationships between energy systems ● Provides a variety of valid suggestions for what the athlete could have done prior and during the sport, event, match or race they competed in to sustain the desired intensity ● Communicates with the athlete in a clear and logical manner ● Supports the response with relevant examples that are specific to the sport, event, match or race they competed in and position chosen
8-7	● Demonstrates a thorough understanding of the interplay between the ATP-PCr, Glycolytic (Lactic Acid) and Aerobic energy systems ● Shows a relationship between the profile of the athlete (the position, the situation of the sport, event, match or race they competed in) and the interplay of the energy systems ● Draws out implication(s) of this relationship on movement and performance in the final stages of the sport, event, match or race they competed in ● Provides a justification of why the athlete was fatigued in the final stages of the sport, event, match or race they competed in highlighting the features of energy systems and the interrelationship between energy systems ● Provides a valid suggestion regarding what the athlete could have done prior and during the sport, event, match or race they competed in and correctly links these to post sport, event, match or race recovery ● Communicates with the athlete in a clear and logical manner ● Supports the response with examples that relate to the sport, event, match or race they competed in and/or the position chosen
6-5	● Demonstrates a sound understanding of the interplay between the ATP-PCr, Glycolytic (Lactic Acid) and Aerobic energy systems ● Makes evident some relationships between the energy systems, the athlete and/or participation and performance in the final stages of the sport, event, match or race they competed in ● Provides some relevant examples

	● Attempts to give reasoning or vague reasoning on why the athlete was fatigued in the final stages of the sport, event, match or race they competed in making some links to the interrelationship between energy systems
4-3	● Provides characteristics and features of the use of energy system(s) in the practical activity ● Attempts to show the relationships between the energy systems and/or the athlete and/or participation and performance in the final stages of the sport, event, match or race they competed in ● Provides some examples
2-1	● Sketches energy systems in general terms ● Provides an example(s) of energy systems

OVERALL RESULTS			
Mark: /	Grade:	Assessment Mark: /	Date:
Rank in Task: /	Overall Rank: /	Markers Signature:	

STUDENT CONFIRMATION

This is all my own work.
I have referenced any work used from other sources and have not plagiarised (copied) the work of others.

I have kept a copy of my own task Yes / No Date: _____

Student Signature: _____ Parent Signature: