

Task Number	1	Task Name	Sports Medicine Report
Course	HSC PDHPE	Faculty	PDHPE
Teacher	Mr Eakin	Head Teacher	Mr Eakin
Issue date	Term 4, Week 4, 2024	Due date	Term 4, Week 7, Friday 29th November , 2024 Question 1, 2 & 3 – Google Classroom or Email Submitted by 9.00am Question 4 & 5 - Questions answered in 45 min exam session Period 3 – in class
Focus (Topic)	Option: Sports Medicine	Task Weighting	20%

Outcomes

H8	explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
H13	selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
H16	devises methods of gathering, interpreting and communicating information about health and physical activity concepts.
H17	selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

Task description

Areas of Study:

HSC Option: Sports Medicine

- *Classification and management of sports injuries*
- *Physical preparation*
- *Sports policy and the sports environment*
- *Sports medicine addressing the demands of Female Athletes*
- *Environmental Considerations*

Task Description:

The Female Metro representative AFL team are based in the city. They train four times a week at the High Performance Institute of AFL and play weekly at major AFL venues across the city.

Occasionally, the Female Metro Team travel to other districts to defend their reputation as the best Female AFL team in NSW. On a recent trip, the team travelled seven hours to a regional NSW town. Arriving the day before the competition, they camped at the Horse Shoe Motor Village. Like the camping ground, the grounds were bumpy and in poor condition with pot holes and patches of bare dirt.

Additionally, the temperature on the day of the competition was in the high thirties and the humidity was also quite high.

During the match, the Metro's best player Joan strained her hamstring and several other players also sustained a variety of injuries and illness such as heatstroke, rolled ankles, sprains and dehydration.

Question 1, 2 and 3 are to be submitted on the due date (same day as students are to complete the Question 4 and 5 in class component).

Question 1

Outline the management of Joan's injury.

(6 marks)

Question 2

Explain how the Female AFL Team's coaches should have physically prepared their team to prevent injury in their country AFL match.

(12 Marks)

Question 3

As the president of a Female AFL association, analyse how sports policies and the sports environment can promote safe participation for Female athletes.

(12 marks)

You will have 45 minutes to complete a response for the following questions in class.

Question 4

To what extent do the specific needs of the Female AFL Team have to be considered for them to participate safely in AFL?

(12 marks)

Question 5

Why are acclimatisation and fluid intake effective strategies for supporting the body's temperature regulation mechanisms?

(12 marks)

Student Guidelines:

Any drafts of Question 1, 2, 3, 4 and 5 responses are to be submitted to staff by 9am, Friday 22nd November. Feedback will be provided on how you can best include relevant syllabus outcomes per criteria.

Question 4 and 5 cannot be submitted pre-written. Question must be answered in prescribed 45-minute exam session.

(Period 3, in class Friday 29th November).

Review your Syllabus document to ensure you are covering the correct areas of study and provide examples for each question.

Students *MUST* hand in Question 1, 2 and 3 of their assessment task via email or Google Classroom on Friday Week 7, before 9.00am

Marking Guidelines

54 MARKS

Question 1

Outline the management of Joan's injury. (6 marks)

Outline: Sketch in general terms; indicate the main features of

5-6	Outlines the accurate management of soft tissue injuries Using relevant examples (specific to case study – hamstring injury) to illustrate answer Presents ideas in a clear and logical way
3-4	Identifies the management of soft tissue injuries Uses examples to illustrate answer
1-2	Provides some relevant information about the management of soft tissue injuries

Question 2

Explain how the Female AFL Team's coaches should have physically prepared their team to prevent injury in their country AFL match. (12 Marks)

Explain: Relate cause and effect; make the relationships between things evident; provide why and/or how.

11-12	Makes the relationship evident between an athlete's physical preparation and their prevention of injury Provides relevant examples for the Women's AFL Team that demonstrate the relationship between physical preparation and injury prevention
8-10	Identifies issues and provides points that support the physical preparation of athletes in order to prevent injury Provides relevant examples for the Female AFL Team
5-7	Provides characteristics and features of how an athlete prepares physically to prevent injury in different sports Provides example(s)
2-4	Sketches in general terms how athletes prevent injury May provide examples
0-1	Provides some relevant information about injury prevention

Question 3

As the president of a Women's AFL association, analyse how sports policies and the sports environment can promote safe participation for Female athletes. (12 marks)

Analyse – Identify components and the relationship between them; draw out and relate implications.

11-12	Draws out and relates implications between the sports policy and environment in promoting safe participation in Women's AFL Uses appropriate and specific examples related to Women's AFL Presents ideas in a clear and logical way
8-10	Discusses the role of the sports policy and environment in promoting safe participation in Women's AFL Uses appropriate examples Presents ideas in a clear and logical way
5-7	Describes the role of the sports policy and environment in promoting safe participation in Women's AFL Uses appropriate examples
3-4	Provides information on sports medicine and sports policy and the environment
1-2	Provides some information on sports medicine and/or sports policy and the environment

Question 4

To what extent do the specific needs of the Female AFL Team have to be considered for them to participate safely in AFL?
(12 marks)

11-12	Makes a substantiated judgement(s) about the specific needs that the Female AFL athletes have in order to participate safely in sport Makes evident how the specific demands need to be addressed for the Female athletes engaged in AFL Provides relevant examples that support how the demands are addressed Provides a logical and cohesive response
8-10	Makes evident how the specific demands need to be addressed for the Female AFL athletes engaged in sport Provides relevant examples
5-7	Provides characteristics and features of the specific needs that the Female AFL athletes have in order to participate safely in sport Provides relevant examples
3-4	Sketches in general terms the needs of the Female AFL athletes engaged in sport May provide examples
1-2	Provides some relevant information on youth in sport

Question 5

Why are acclimatisation and fluid intake effective strategies for supporting the body's temperature regulation mechanisms?
(12 marks)

11-12	Demonstrates a clear understanding of acclimatisation and fluid intake strategies in regulating the body's temperature Makes a clear judgement and determines the value of acclimatisation and fluid intake strategies being used to regulate the body's temperature Provides examples to support the judgement
9-10	Demonstrates an understanding of acclimatisation and fluid intake strategies in regulating the body's temperature Provides reasons why acclimatisation and fluid intake strategies are being used to regulate the body's temperature Provides examples
6-8	Provides characteristics and features of acclimatisation and/or fluid intake strategies used to regulate the body's temperature
3-5	Sketches in general terms acclimatisation and/or fluid intake as strategies used to regulate the body's temperature
1-2	Provides facts or information about acclimatisation and/or fluid intake

Suggested resources:

- Class notes
- Outcomes 2 Textbook
- PDHPE Stage 6 Syllabus
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/pdhpe>
- Sports Medicine Australia <https://sma.org.au/>
- PDHPE.net – Sports Medicine <https://www.pdhpe.net/sports-medicine/>
- Women's AFL <https://womens.afl/>
- ATOMI

Writing structure tool – PEEL Paragraphs

A **PEEL** paragraph is a great way of explaining your ideas and knowledge in answer to any question. It gives you a structure to follow to help you when you write the perfect analytical paragraph. Remember **PEEL = Point, Explanation, Example, Link.**

P(Point)	This is where your main idea or topic sentence goes. It should be no longer than one sentence which can be easily understood by the reader and should contain similar terminology stated in the question.
E (Explanation)	Here you give more detail to support your topic sentence. As part of your explanation you need to tell the reader exactly what you mean in your topic sentence. Ensure to address all required syllabus dot points here.
E(Example)	This is where your textual references go. It could be a quote from a text, data and statistical information, case studies, government policies, news articles, scientific reports etc.. It must help the reader understand your explanation, as well as justify your aforementioned points. Using several examples from a variety of sources will help ensure criteria are met.
L(link)	This is where you tie your chosen examples back to the point by explaining how it fits with your topic sentence. Hence helping to thoroughly addressing the question. It should be simple and easy to understand and written in your own words with a direct purpose and clarity. Once or two sentences maximum.

- Create your own scaffold in your books or in a word document to begin to draft your responses to each question. Also highlight the key aspects of each question and list each syllabus dot point that relate to the criteria and tick them off as you address them in each of your peel paragraphs.