

CORE 2:

FACTORS AFFECTING

PERFORMANCE

LIST TEST

In this module, students investigate the following critical questions:

* How does training affect performance?
* How can psychology affect performance?
* How can nutrition and recovery strategies affect performance?
* How does the acquisition of skill affect performance?

**9.2 HSC Core 2: Factors Affecting Performance**

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| **CQ1: How does training affect performance?** |
|  | **Teacher Note:** Students should be provided with opportunities to explore the concepts dealt with in this module through a variety of practical experiences. |  |
| Students learn about: | Students learn to: |
| * energy systems
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 | * analyse each energy system by exploring:
* source of fuel
* efficiency of ATP production
* duration that the system can operate
* cause of fatigue
* by-products of energy production
* process and rate of recovery
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| * types of training and training methods
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 | * assess the relevance of the types of training and training methods for a variety of sports by asking questions such as:
* which types of training are best suited to different sports?
* which training method(s) would be most appropriate? Why?
* how would this training affect performance?
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| * principles of training
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 | * analyse how the principles of training can be applied to both aerobic and resistance training
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| * physiological adaptations in response to training
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 | * examine the relationship between the principles of training, physiological adaptations and improved performance
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| **CQ2: How can psychology affect performance?** |
| Students learn about: | Students learn to: |
| * motivation
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 | * evaluate performance scenarios to determine the appropriate forms of motivation, eg golf versus boxing
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| * anxiety and arousal
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 | * explain the difference between anxiety and arousal in terms of the effects on performance
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| * psychological strategies to enhance motivation and manage anxiety
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 | * research case studies of athletes from different sports and ascertain the nature of their motivation and the psychological strategies they employ.
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| **CQ3: How can nutrition and recovery strategies affect performance?** |
| Students learn about: | Students learn to: |
| * nutritional considerations
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* supplementation
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* recovery strategies
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.  | * compare the dietary requirements of athletes in different sports considering pre-, during and post-performance needs
* critically analyse the evidence for and against supplementation for improved performance
* research recovery strategies to discern their main features and proposed benefits to performance.
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| **CQ4: How does the acquisition of skill affect performance?** |
| Students learn about: | Students learn to: |
| * stages of skill acquisition
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 | * examine the stages of skill acquisition by participating in the learning of a new skill, eg juggling, throwing with the non-dominant arm
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| * characteristics of the learner, eg
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 | * describe how the characteristics of the learner can influence skill acquisition and the performance of skills
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| * the learning environment
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* appropriate practice methods for the learners
* the integration of relevant performance elements
* an awareness of how instruction may vary according to characteristics of the learner
* how feedback will be used as learners progress through the stages of skill acquisition
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| * assessment of skill and performance
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 | * develop and evaluate objective and subjective performance measures to appraise performance
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