

UNIT OUTLINE

Year: 11 and 12 Accreditation: Accredited

Timetable Period: Semester 1 2020

Classroom Teachers: Mark Armstrong, Clint Codey, Tim Davies, Seb Gray, Kate Greenacre, Daniel Hawke,

Natalie Keen

Executive Teacher: Mark Armstrong

Course Title	SPORTS DEVELOPMENT	Course Code:	9268
Semester Unit	Athletes in Society	Unit Value/Code:	1.0/96199
Term Unit (a)	Athletes in Society a	Unit Value/Code:	0.5/96200
Term Unit (b)	Athletes in Society b	Unit Value/Code:	0.5/96201

GOALS

- evaluate the consequences of ethical decision making for athletes
- understand the expectations and responsibilities of being an elite athlete in modern society

CONTENT SUMMARY

Concepts, theories and models:

- analyse theories associated with various styles of leadership (SDA01)
- analyse relevant concepts on building athletes in society, such as, performance enhancing and illicit drugs, role modelling and community expectations such as social media (SDA02)
- analyse the models on building athletes in society by examining, for example, lifestyle, training habits, rewards, challenges and pressures of playing sport at different levels such as locally, nationally, internationally (SDA03)
- analyse the limitations and assumptions of being an elite athlete in society, for example life span of an athletic career (SDA04)
- examine concepts associated with on-field athlete behaviour such as sporting codes of conduct (SDA05)

Principles, strategies and methodology:

- analyse principles on building athletes in society for example explore the current issues faced by professional sportsmen and women and evaluate strategies employed to respond to these in a local, national and global climate (SDA06)
- analyse strategies on building athletes in society for example, identify and explain how globalisation and media coverage have influenced strategies and behaviours of athletes (SDA07)
- prepare and perform in simulated and actual match/tournament conditions at local, state, national and/or international levels (SDA08)
- acquire and demonstrate an understanding of the skills, physical demands and teamwork, positional play and tactics in their chosen sport (SDA09)
- participate in planning and goal setting and the revision of this in relation to performance, including skill acquisition and the key components of physical fitness (SDA10)

Nature and purpose:

- analyse community expectations on elite athletes and its social and ethical impact (SDA11)
- examine the responsibilities of being a role model in modern society (SDA12)
- analyse the experience of elite athletes in local, regional, national and global contexts (SDA13)

Representations and interpretations:

- analyse ethical issues, problems and practices confronting elite athletes (SDA14)
- undertake an independent inquiry (SDA15)
- analyse sources of information for validity and reliability (SDA16)

- recognise and apply ethical behaviours for example fair play, honesty, acceptable behaviours and ethical strategies for example, playing by the rules in selected physical activities (SDA17)

Communications:

- understand numerical comparisons of size and measurements, grouping, estimating, counting, space, statistical information, interpreting, and using graphs, tables and diagrams (SDA18)
- communicate using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately (SDA19)
- understand that effective communication skills enhance a person’s ability to express and defend their beliefs (SDA20)

Cost of Materials:

There is an initial cost involved with this unit of study (to be paid once for the two year course). There may be costs associated with travel to various venues and to participate in scheduled activities.

Levies cover the following items/resources:

- Uniform
- Guest Lecturers
- Specialised equipment

Assessment:

TASK	DUE DATE	WEIGHTING
Training And Competiton Performance	Ongoing throughout the semester	40%
Strength & Conditioning	Ongoing throughout the semester	20%
Oral Presentation	Week 9	20%
Exam	Exam Week (TBC)	20%

SPECIFIC ENTRY & EXIT REQUIREMENTS FOR TERM UNITS:

This is a Semester Unit, students wishing to enter or exit after the end of term must have the change approved by the Academy Executive Leader and need to complete at least 50% of the assessment

ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

Attendance and Participation

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit. However, the principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

Completion of Assessment Items

Students are expected to substantially complete and submit all assessment items. Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence. In order to meet the minimum assessment requirements of a unit, a student must substantially complete and submit at least 70% of the total assessment. However, the principal has the right to exercise discretion in the award of a grade or score in special circumstances where satisfactory documentation is supplied.

Late Submission of Assessment Items

Students are encouraged to submit work on time as this is a valuable organisational skill. Students are also encouraged to complete work even if it is late as there are educational benefits in so doing. The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due date
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays,

until a notional zero is reached. If an item is more than 7 days late, it receives the notional zero. Submission on weekends or public holidays is not acceptable. Calculation of a notional zero is based on items submitted on time or with an approved extension (Refer to Notional Zeros)

- Where marks are not awarded, and a grade only is given for an assessment task, teachers will take into account the extent to which students have demonstrated their ability to complete and submit the task by the due date (taking into account any extensions granted) in awarding the grade
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission
- It may not be possible to grade or score work submitted late after marked work in a unit has been returned to other students
- The principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation has been provided.

Notional Zeros

Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero. Note: if the lowest genuine score is zero, the notional zero is zero.

Cheating and Dishonest Practice

The integrity of the College's assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work. Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

Right to Appeal

The ACT system operates a hierarchy of reviews and appeals:

- Student seeks review from teacher regarding assessment task mark/grade, unit score, unit grade, course score
- Student seeks review from head of department, if required following review by teacher
- Student appeals to her/his college principal for a review of college assessment relating to assessment task grade/mark, unit grade, unit score, course score, penalty imposed for breach of discipline in relation to assessment
- Student, who has been through the college appeal process, may appeal to the Board against the college procedures by which the appeal decision was reached.

Executive Teacher: Mark Armstrong

FURTHER INFORMATION ON RELEVANT BSSS POLICIES CAN BE FOUND HERE:

http://www.bsss.act.edu.au/data/assets/pdf_file/0010/313777/P_and_P_Manual_2019_V5.pdf

Achievement Standards for Sports Development A Course Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses sports development theories, concepts and models used to explain health, outdoor and physical activity analyses sports development principles, strategies, methodology, approaches to data and procedures analyses sports development topics communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> discusses sports development theories, concepts and models used to explain health, outdoor and physical activity discusses sports development principles, strategies, methodology, approaches to data and procedures discusses sports development topics communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> interprets sports development theories, concepts and models used to explain health, outdoor and physical activity interprets sports development principles, strategies, methodology, approaches to data and procedures interprets sports development topics communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> describes sports development theories, concepts and models used to explain health, outdoor and physical activity describes sports development principles, strategies, methodology, approaches to data and procedures describes sports development topics communicates ideas and information with minimal referencing 	<ul style="list-style-type: none"> identifies sports development theories, concepts and models used to explain health, outdoor and physical activity identifies sports development principles, strategies, methodology, approaches to data and procedures identifies sports development topics communicates limited ideas and information with limited or no referencing
Skills	<ul style="list-style-type: none"> applies sports development concepts, models, principles, methodology, ideas with control and precision to a practical context and specific physical, health or outdoor education activities plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances of self and others analyses practical techniques and performance with reference to specific skills criteria 	<ul style="list-style-type: none"> applies sports development concepts, models, principles, methodology, ideas with control to a practical context and specific physical, health or outdoor education activities plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances of self and others discusses practical techniques and performance with reference to specific skills criteria 	<ul style="list-style-type: none"> applies sports development concepts, models, principles, methodology, ideas with some control to a practical context and specific physical, health or outdoor education activities undertakes guided inquiries and describes data and information based on a appropriate sources makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others interprets practical techniques and performance with reference to specific skills criteria 	<ul style="list-style-type: none"> applies sports development concepts, models, principles, methodology, ideas with minimal control to a practical context and specific physical, health or outdoor education activities undertakes guided inquiries with some reference to data using limited sources makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others describes practical techniques and performance with some reference to specific skills criteria 	<ul style="list-style-type: none"> applies sports development concepts, models, principles, methodology, ideas with little or no control in a practical context undertakes guided research with little or no reference to data and sources selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others identifies practical techniques and performance with little or no reference to specific skills criteria

Achievement Standards for Sports Development A Course Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses sports development theories, concepts and models and explains their limitations and assumptions analyses sports development principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability analyses sports development topics and explains their significance communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains sports development theories, concepts and models and discusses their limitations and assumptions explains sports development principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability explains sports development topics and discusses their significance communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> discusses sports development theories, concepts and models and describes their limitations and assumptions discusses sports development principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability discusses sports development topics describes their significance communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> describes sports development theories, concepts and models with some reference to their limitations and assumptions describes sports development principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability describes sports development topics and makes some reference to their significance communicates ideas and information with minimal referencing 	<ul style="list-style-type: none"> identifies sports development theories, concepts and models with little to no reference to their limitations and assumptions identifies sports development principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability identifies sports development topics and makes little or no reference to their significance communicates limited ideas and information with limited or no referencing
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