Erindale College

UNIT OUTLINE
ERINDALE SPORTS ACADEMY
SEMESTER 1 2019

Course Title	Exercise Science	Course Code	9114
Semester Unit	Anatomy and Physiology of the Human Body		Unit Value 1.0
Term 1 Unit	Anatomy and Physiology of the Human Body (a)		Unit Value 0.5
Term 2 Unit	Anatomy and Physiology of the Human Body (b)		Unit Value 0.5

GOALS

- critically analyse and understand anatomical terminology, organisational structures and its application to human performance through movement analysis
- explore and examine the structure and function of human body systems and investigate how they work together to enhance human performance

CONTENT SUMMARY

Concepts, theories and models:

- critically analyse concepts, theories and models of the anatomy and physiology of body systems including; muscular, respiratory and circulatory (EXST01)
- critically analyse concepts, theories and models of the anatomy and physiology of the human body, for example; cells and tissue structures, anatomical reference system (EXST02)
- critically analyse and research the anatomy and physiology of the human body systems and apply these concepts to human performance for example; circulation, respiration and musculoskeletal movement (EXST03)

Principles, strategies and methodology:

- critically analyse and apply the strategies, principles and methodologies of the anatomy and physiology of the human body, for example; identifying skeletal and muscle structures and their connection with circulatory and nervous systems (EXST04)
- apply the principles of the human body systems and analysis (EXST05)

Nature and purpose:

- critically analyse and evaluate the significance and nature of the anatomy and physiology of human body systems (EXST06)
- investigate the role of the anatomy and physiology of the human body systems in developing human performance(EXST07)
- understand and examine the relationships between the human body systems, for example; homeostasis and the relationship between body systems (EXST08)
- understand the anatomy and physiology of body systems and be able to describe its response to exercise (EXST09)

Representations and interpretations:

- understands the significance and sequence of the anatomy and physiology of the human body systems (EXST10)
- critically analyse issues, problems and practices in relation to the anatomy and physiology of the human body systems (EXST11)
- critically analyse protocols, procedures, future trends and their implications of the anatomy and physiology of the human body systems (EXST12)
- critically evaluate whether sources of information are valid and reliable (EXST13)
- interpret data and predict physiological outcomes in human performance, for example; graphs, tables and diagrams (EXST14)

Communications:

- evaluate and apply varying communication skills and methodologies within the context of the human body (EXST14)
- understands numerical comparisons of size and measurements, grouping, estimating, counting, space, statistical information, interpreting, and using graphs, tables and diagrams (EXST15)
- communicates using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately (EXST16)

ASSESSMENT

TASK	DUE DATE	WEIGHTING
In-class Laboratory	Week 4 (Term 1)	40%
Exam	Week 10 (Term 1)	30%
Exam	Exam Week (Term 2)	30%

Specific Entry & Exit Requirements for Term Units
This is a Semester Unit. It is possible to enter this course at the end of the term unit.
To exit at the end of the first term, you must complete two assessment items.

UNIT GRADES FOR COURSES
See back page

ATTENDANCE AND PARTICIPATION
Students are expected to submit all assessment items and attend all classes, participate in a positive manner and seek support whenever it is required. Excursions, simulations and presentations by visitors (including lunchtime) may form part of classwork. It is your responsibility to catch up on missed work when absent from class.

Any student whose attendance falls below the 90% of the scheduled classes/contact time and has not provided substantial documentary evidence to cover the absence will be awarded a V grade. This means that 4 unexplained absences in a term or 8 unexplained absences in a semester could mean that a V grade may be awarded. However, the Principal has the right to exercise discretion in special circumstances if satisfactory documentation is supplied.

LATE SUBMISSION OF WORK:

Students are encouraged to submit work on time as it is a valuable organisational skill. Students are also encouraged to complete work even if it is late, as there are educational benefits in doing so.

Late work will receive a penalty of 5% (of possible marks) per calendar day late, unless an extension is granted by the class teacher prior to the deadline. This means that 5% is taken off the possible marks that could have been achieved eg. If a student achieved a score of 75/100, and the item is one day late, then five marks (5% of 100) would be taken from 75, which leaves the score as 70/100. 'Per calendar day late' means each day late whether it be a weekend or public holiday. Items due on any date must be submitted to the class teacher, faculty staff room, or front office at the college by 3.30pm on that day. After 3.30pm, the item will attract the late penalty. Submission of work on a weekend or public holiday is not acceptable. If you do not submit your work to your class teacher, make sure that it is signed and dated by either another member of staff in the faculty staffroom, or a member of the front office staff.

After 7 days, late work will be awarded the Notional Zero. Calculation of a Notional Zero is based on genuine scores, (items submitted on time or with an extension). The Notional Zero will be a score that lies between 0.1 of the standard deviation below the lowest genuine score for that item and zero. If the lowest genuine score is zero, then the notional score is zero.

No work will be accepted after marked work has been returned, or accepted after the unit has completed. Computer and/or printer failure will not be accepted as a valid reason for late work. Make sure you backup, keep hard copies and rough notes.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will be considered to be unassessable and will receive a V grade. The Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is supplied.

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. Any departure from such standards will be viewed very seriously." Accordingly:

- Plagiarism - claiming authorship of someone else's work (intentionally or otherwise) - is a serious misdemeanour, and attracts severe penalties.
- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the class teacher.

MODERATION

Throughout the semester, moderation in the form of common marking schemes, cross marking and joint marking occurs across all units in the Moderation Group to ensure comparability of standards. Moderation is a process whereby student's work is compared so that student performance can be graded fairly and consistently. Moderation takes some time, and so students may not receive their work back until ACT wide moderation of grades across all colleges has occurred. Small Group Moderation is carried out in courses with small class sizes.

UNIT SCORES

Raw scores are calculated by adding Z scores according to the weightings in the assessment table.

- All raw unit scores are then combined into two rank order lists, one for each cohort Year 11 and 12. Each list is reviewed by the Executive Teachers concerned to identify any anomalies.
- Each of the rank order lists is then standardised for each semester using historical parameters or backscaling.

RIGHT TO APPEAL

You can appeal against your assessment if you feel that the result you obtained is not fair. You should first talk to your class teacher, and if you are not satisfied with the explanation you must discuss the situation with the Executive Teacher of the faculty concerned. If you still do not feel that your result is fair you should talk to the Deputy Principal Programs for further advice on the 'appeal process'.

Executive teacher **Mark Armstrong**

Class teachers **Daniel Hawke and Natalie Keen**

Achievement Standards for Exercise Science T Course Year 11

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• analyses exercise science theories, concepts and models and evaluates their limitations and assumptions • analyses exercise science principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability • analyses representations and interpretations of exercise science topics and discusses their significance • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	• analyses exercise science theories, concepts and models and explains their limitations and assumptions • analyses exercise science principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability • analyses representations and interpretations of exercise science topics and explains their significance • communicates ideas and arguments using appropriate evidence, language and accurate referencing	• explains exercise science theories, concepts and models and describes their limitations and assumptions • explains exercise science principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • explains representations and interpretations of exercise science topics describes their significance • communicates ideas and arguments with referencing	• describes exercise science theories, concepts and models with some reference to their limitations and assumptions • describes exercise science principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability • describes representations and interpretations of exercise science topics and makes some reference to their significance • communicates ideas and information with minimal referencing	• identifies exercise science theories, concepts and models with little to no reference to their limitations and assumptions • identifies exercise science principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability • identifies representations and interpretations of exercise science topics and makes little or no reference to their significance • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, ideas with control and precision to a practical context and specific physical, Exercise Science 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 with insight on practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with control to a practical context and specific physical, Exercise Science 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 • analyses practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with some control to a practical context and specific physical, Exercise Science 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 • explains practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with minimal control to a practical context and specific physical, Exercise Science 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	• applies 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