

<b>Course Title</b>	SPORTS DEVELOPMENT	<b>Course Code</b>	9368
<b>Unit Title</b>	SPORTS DEVELOPMENT	<b>Unit Code</b>	97908
<b>Semester Unit</b>	Personal Development in Sport	<b>Unit Value</b>	1.0
<b>Term 1 Unit</b>	Personal Development in Sport a	<b>Unit Value</b>	0.5
<b>Term 2 Unit</b>	Personal Development in Sport b	<b>Unit Value</b>	0.5

## Unit Description

Students will explore time-management, lifestyle balance, academic pursuits, training, work and social interactions in the context of developing and maintaining an elite athlete.

## Suggested Contexts

Team and individual sports are applicable.

## Specific Unit Goals

This unit should enable students to:

- explain the need to plan for the future, creating appropriate work life balance
- identify appropriate time management skills to be a successful athlete

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

- analyse concepts, theories and models in personal development in a sport, for example, fundamental skill acquisition and specialisation, trainability and coach-ability, career planning and pathways (SDA01)
- analyse the limitations and assumptions of concepts, for example, fundamental skill acquisition and specialisation, trainability and coach-ability, career planning and pathways (SDA02)
- manage time effectively to ensure a balance between academic, training, work and leisure, using for example a log book and term planner (SDA03)
- analyse how data, including fitness testing, would impact on development of training programs and SMART goal setting (SDA04)
- develop goal setting strategies, for example, process goals and outcome goals (SDA05)
- apply time management models to create and use an individualised time management plan (SDA06)
- physically prepare and perform in simulated and actual match/ tournament conditions at local, state, national and/or international levels (SDA07)
- acquire and demonstrate an understanding of the skills, physical demands and teamwork, positional play and tactics in selected sport (SDA08)
- 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 (SDA09)
- explore the role and understand responsibilities of the individual in personal development in sport (SDA10)
- understand the need to complete training programs and routines applicable to skill development (SDA11)

- apply advanced techniques and strategies in selected sport, such as positional play and tactics as well as performance in match or tournament conditions (SDA12)
- describe a range of roles related to particular sports, including employment opportunities, skill-sets and qualifications needed for future study and employment options for example creating a resume including cover letter, demonstrating employability skills (SDA13)

## Assessment

TASK	WEIGHTING	DUE DATE
TRAINING AND COMPETITON PERFORMANCE	40%	Ongoing throughout the semester
STRENGTH & CONDITIONING	20%	Ongoing throughout the semester
ASSIGNMENT	20%	Week 9
EXAM	20%	Week 18

## Specific Entry & Exit Requirements for Term Units

It is possible to enter this course at term 1.

## Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- Knowledge, understanding, and application
- Critical analysis
- Effective communication

**Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.**

## 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

## 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.

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

*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>
<ul style="list-style-type: none"> <li>analyses sports development theories, concepts and models and explains their limitations and assumptions</li> <li>analyses sports development principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability</li> <li>analyses sports development topics and explains their significance</li> <li><a href="#">communicates</a> ideas with <a href="#">coherent</a> arguments using appropriate evidence, language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>explains sports development theories, concepts and models and discusses their limitations and assumptions</li> <li>explains sports development principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability</li> <li>explains sports development topics and discusses their significance</li> <li><a href="#">communicates</a> ideas and arguments using appropriate evidence, language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>discusses sports development theories, concepts and models and describes their limitations and assumptions</li> <li>discusses sports development principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability</li> <li>discusses sports development topics describes their significance</li> <li><a href="#">communicates</a> ideas and arguments with referencing</li> </ul>	<ul style="list-style-type: none"> <li>describes sports development theories, concepts and models with some reference to their limitations and assumptions</li> <li>describes sports development principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability</li> <li>describes sports development topics and makes some reference to their significance</li> <li><a href="#">communicates</a> ideas and information with minimal referencing</li> </ul>	<ul style="list-style-type: none"> <li>identifies sports development theories, concepts and models with little to no reference to their limitations and assumptions</li> <li>identifies sports development principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability</li> <li>identifies sports development topics and makes little or no reference to their significance</li> <li><a href="#">communicates</a> limited ideas and information with limited or no referencing</li> </ul>
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## **Late Submission of Work**

### **ACCREDITED COURSES**

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.

Achievement in Accredited Courses is reported to the Board of Senior Secondary Studies and students with a Grade A-E. Late work submitted without approval will have an impact on the grade awarded to a student.

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.

### **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 signed: \_\_\_\_\_

**Class Teacher:** Matt Adams, Clint Codey, Tim Davies, Dan Hawke, Natalie Keen, Tracey Marris, Seb Gray

**Date:** 5th February 2019