



## UNIT OUTLINE

Year: 10

Timetable Period: Semester 2

Classroom Teacher: Tracey Marris Executive Teacher: Mark Armstrong

<b>Course Title</b>	Year 10 Sports Science	<b>Course Code:</b>	
<b>Semester Unit</b>	2	<b>Unit Value/Code:</b>	
<b>Term Unit (a)</b>	Sports Injuries, Sports Performance	<b>Unit Value/Code:</b>	
<b>Term Unit (b)</b>	Nutrition, Sports Psychology	<b>Unit Value/Code:</b>	

### Specific Unit Goals / Unit Summary:

- Meaning of motivation.
- Types of motivation:
- Arousal and performance; how one is affected by the other.
- Physiological responses of the body to arousal:
- Inverted U Theory (Yerkes-Dodson Theory).
- Causes of over-arousal.
- Causes of decline in performance; anxiety.
- Need for relaxation and visualisation.
- Goal setting – SMARTER (specific, measurable, agreed, realistic, time-phased, exciting, recorded). As a means of controlling anxiety.
- Mental rehearsal.
- The body needs nutrients for energy, growth and repair of cells. These nutrients are proteins, carbohydrates, fats, vitamins and minerals. Also water and fibre.
- Consider proteins, carbohydrates, fats, vitamins, minerals, water and fibre; why they are important in the diet, examples of sources in food, if and why they are useful sources of energy.
- Energy balance; daily energy food intake needs to balance daily energy need.
- Unused energy is stored as fat. Person risks becoming obese.
- Minor injuries are an acceptable part of playing sport. More serious injuries are less acceptable and may be avoided.
- Prevention of some injuries may be possible if the participant
- Types of injuries. Can vary from simple to very severe.
- Simple treatment for the following:
- RICE (Rest + Ice + Compression + Elevation)
- Causes of injuries
- identify and explain the importance of physical fitness and its role in enhancing training and athletic performance
- critically analyse the inherent link between physical fitness and energy systems
- define the health and skill related components of physical fitness and factors affecting them, and describe methods of measuring and evaluating these components
- critically analyse and evaluate training programs in relation to training principles and methods

## Cost of Materials: \$5 for Booklet (Front Office)

### Assessment:

TASK	DUE DATE	WEIGHTING
Sports Injuries Assignment	Monday Week 5	20%
Exam	Week 9	20%
Training Program Assignment	Monday Week 13	20%
Exam	Week 17	20%
Bookwork and Class Participation	ongoing	20%

## ASSESSMENT CRITERIA FOR ASSESSMENT AND REPORTING OF STUDENT ACHIEVEMENT

See attached page

### 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.

### 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:

Class Teachers:

## Unit Grade Descriptors for Sports Science:

A student who achieves the grade <b>A</b> typically	A student who achieves the grade <b>B</b> typically	A student who achieves the grade <b>C</b> typically	A student who achieves the grade <b>D</b> typically	A student who achieves the grade <b>E</b> typically
<p><b>KNOWLEDGE, UNDERSTANDING AND APPLICATION</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding and application of concepts, terminology, rules and strategies</li> </ul> <p><b>CRITICAL ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• Demonstrates critical analysis and reflects thoughtfully on experiences</li> </ul> <p><b>EFFECTIVE COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Communicates effectively using a variety of modes demonstrating an excellent grasp of key concepts and terminology</li> </ul> <p><b>PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a broad range of highly developed motor skills on a continual basis during individual or team activities</li> <li>• Consistently responds to corrective feedback</li> <li>• Demonstrates excellent ability to plan and organise</li> <li>• Consistently works with initiative and independence to develop and practise relevant skills</li> <li>• Consistently participates enthusiastically in a wide range of activities</li> <li>• Demonstrates an excellent understanding of safety issues, procedures and uses equipment safely</li> <li>• Is an enthusiastic and productive member/leader in any team role</li> </ul>	<p><b>KNOWLEDGE, UNDERSTANDING AND APPLICATION</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a broad understanding and application of concepts, terminology, rules and strategies</li> </ul> <p><b>CRITICAL ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• Thinks critically and reflects on experiences</li> </ul> <p><b>EFFECTIVE COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Communicates effectively using a variety of modes demonstrating a good grasp of key concepts and terminology</li> </ul> <p><b>PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of safety issues, procedures and uses equipment safely</li> <li>• Demonstrates a range of well-developed motor skills on a regular basis during individual and team activities</li> <li>• Regularly responds to corrective feedback</li> <li>• Demonstrates thorough ability to plan and organise</li> <li>• Regularly works with enthusiasm and independence to develop and practise relevant skills</li> <li>• Regularly participates enthusiastically in a wide range of activities</li> <li>• Demonstrates a good understanding of safety issues, procedures and uses equipment safely</li> </ul>	<p><b>KNOWLEDGE, UNDERSTANDING AND APPLICATION</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a sound understanding and application of concepts, terminology, rules and strategies</li> </ul> <p><b>CRITICAL ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• Reflects on experiences</li> </ul> <p><b>EFFECTIVE COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Communicates effectively demonstrating a sound grasp of key concepts and terminology</li> </ul> <p><b>PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Demonstrates a range of motor skills on a regular basis in controlled situations</li> <li>• On most occasions will respond to corrective feedback</li> <li>• Demonstrates sound ability to plan and organise</li> <li>• Works with supervision to develop and practise relevant skills</li> <li>• Participates in a range of activities</li> <li>• Demonstrates a sound understanding of safety issues and procedures and uses equipment safely</li> <li>• Contributes to and works with group members to complete set tasks</li> </ul>	<p><b>KNOWLEDGE, UNDERSTANDING AND APPLICATION</b></p> <ul style="list-style-type: none"> <li>• Understands, applies and recognises basic concepts, terminology, rules and strategies with guidance</li> </ul> <p><b>CRITICAL ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• Is developing reflection skills</li> </ul> <p><b>EFFECTIVE COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Communicates basic concepts and terminology in concrete terms</li> </ul> <p><b>PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Demonstrates some motor skill development on an irregular basis</li> <li>• Occasionally responds to corrective feedback</li> <li>• With assistance demonstrates basic planning and organisational skills</li> <li>• Works under supervision to practise and develop skills</li> <li>• Participates with encouragement in activities</li> <li>• With direction understands safety procedures and generally uses equipment safely</li> <li>• With supervision undertakes set tasks in group situations</li> </ul>	<p><b>KNOWLEDGE, UNDERSTANDING AND APPLICATION</b></p> <ul style="list-style-type: none"> <li>• Understands and recognises limited basic concepts, terminology, rules and strategies with assistance</li> </ul> <p><b>CRITICAL ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• Rarely demonstrates reflection skills</li> </ul> <p><b>EFFECTIVE COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• Communicates simple concepts and terminology with assistance</li> </ul> <p><b>PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>• With assistance demonstrates limited motor skill development</li> <li>• Rarely responds to corrective feedback</li> <li>• With direct instruction demonstrates limited planning and organisational skills</li> <li>• Works under direct supervision to practise skills</li> <li>• Demonstrates limited participation in activities</li> <li>• Rarely demonstrates safety procedures and the correct use of equipment</li> <li>• Demonstrates limited interaction with others in group situations</li> </ul>