Erindale College	**UNIT OUTLINE** **Semester 1 2019** **Physical Education Faculty Teams**

Course Title	Exercise Science A	**Course Code**	
Unit Title	Anatomy and Physiology of the Human Body A	**Unit Code**	94834
Semester Unit	Anatomy and Physiology of the Human Body A	**Unit Value**	1.0
Term 3 Unit	Anatomy and Physiology of the Human Body A a	**Unit Value**	0.5
Term 4 Unit	Anatomy and Physiology of the Human Body A b	**Unit Value**	0.5

Specific Unit Goals

This unit should enable students to:

A Course		**M Course**
• analyse and understand anatomical terminology, organisational structures and its application to human performance through movement analysis • describe and explore the structure and function of human body systems and investigate how they work together to enhance human performance		• describes anatomical terms and identifies structures and functions related to human performance • identifies the structure and functions of human body systems

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course		**M Course**
Concepts, theories and models		
• analyse concepts, theories and models of the anatomy and physiology of body systems including; muscular, respiratory and circulatory (EXSA01)		• describe the fundamental concepts, theories and models within the anatomy and physiology of the human body (EXSM01)

A Course		M Course
● analyse concepts, theories and models of the anatomy and physiology of the human body, for example; cells and tissue structures, anatomical reference system (EXSA02) ● 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 (EXSA03)		
Principles, strategies, methodology		
● 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 (EXSA04)		● makes discerning choices of strategies to describe functions of the human body (EXSM02)
Nature and purpose		
● analyse and evaluate the significance and nature of the anatomy and physiology of human body systems (EXSA05) ● investigate the role of the anatomy and physiology of the human body systems in developing human performance (EXSA06)		● describe the fundamental functions of the human body (EXSM03)
A Course		**M Course**
● understand the relationships between the human body systems, for example; homeostasis and the relationship between body systems(EXSA07) ● understand the anatomy and physiology of body systems and its response to exercise(EXSA08)		

Representations and interpretations		
● understands the sequence of anatomy and physiology of the human body systems(EXSA09) ● analyse issues, problems and practices in relation to the anatomy and physiology of the human body systems (EXSA10) ● analyse protocols and procedures of the anatomy and physiology of the human body systems(EXSA11) ● evaluate whether sources of information are valid and reliable(EXSA12) ● interpret physiological data based on human performance, for example; graphs, tables and diagrams (EXSA13)		● describe the fundamental functions of the human body (EXSM04)
Communication		
● apply varying communication skills and methodologies within the context of anatomy and physiology of the human body(EXSA14)		● use communication skills and appropriate terms in anatomy and physiology in the human body(EXSM05)
A Course		**M Course**
● using measuring instruments to compare measurements, grouping, estimating, counting, statistical information, interpreting, and using graphs, tables and diagrams (EXSA15) ● communicates correct terminologies, language convention, forms and acknowledging sources (EXSA16)		● plans and undertakes inquiries using appropriate terms in anatomy and physiology in the human body (EXSM06)

ASSESSMENT

TASK	WEIGHTING	DUE DATE
In-Class Laboratory	40%	Week 6 Term 1
Exam	30%	Week 10 Term 1
Exam	30%	Exam Week term 2

Specific Entry & Exit Requirements for Term Units
It is possible to enter this course at term 2.

Assessment Criteria

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

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

Achievement Standards for Exercise Science A 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 used to explain health, outdoor and physical activity • analyses exercise science principles, strategies, methodology, approaches to data and procedures • analyses exercise science topics • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	discusses exercise science theories, concepts and models used to explain health, outdoor and physical activity • discusses exercise science principles, strategies, methodology, approaches to data and procedures • discusses exercise science topics • communicates ideas and arguments using appropriate evidence, language and accurate referencing	interprets exercise science theories, concepts and models used to explain health, outdoor and physical activity • interprets exercise science principles, strategies, methodology, approaches to data and procedures • interprets exercise science topics • communicates ideas and arguments with referencing	describes exercise science theories, concepts and models used to explain health, outdoor and physical activity • describes exercise science principles, strategies, methodology, approaches to data and procedures • describes exercise science topics • communicates ideas and information with minimal referencing	identifies exercise science theories, concepts and models used to explain health, outdoor and physical activity • identifies exercise science principles, strategies, methodology, approaches to data and procedures • identifies exercise science topics • communicates limited ideas and information with limited or no referencing
Skills	applies exercise science 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	applies exercise science 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	applies exercise science 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	applies exercise science 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	applies exercise science 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 Physical Education Studies A Course Year 12

		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
Knowledge and understanding	Knowledge and understanding	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 exercise science topics and explains their significance communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	explains exercise science theories, concepts and models and discusses their limitations and assumptions explains exercise science principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability explains exercise science topics and discusses their significance communicates ideas and arguments using appropriate evidence, language and accurate referencing	discuses exercise science theories, concepts and models and describes their limitations and assumptions discusses exercise science principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability discusses 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 exercise science topics and makes some reference to their significance communicates ideas and information with minimal referencing
Skills	Skills	applies 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	applies 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 explains 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, 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 describes 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, 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 identifies practical techniques and performance with some reference to specific skills criteria

Achievement Standards for Physical Education Studies M Course

		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
Knowledge and understanding	Knowledge and understanding	describes exercise science strategies, procedures with independence describes exercise science practical techniques and performance with independence	describes exercise science strategies, procedures with some assistance describes exercise science practical techniques and performance with some assistance	recounts exercise science strategies, procedures with assistance recounts exercise science practical techniques and performance with assistance	identifies exercise science strategies, procedures with continuous guidance identifies exercise science practical techniques and performance with continuous guidance
Skills	Skills	communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with independence makes discerning choice of strategies and procedures to enhance physical performances of self with independence plans and undertakes independent inquiries with independence	communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with some assistance selects strategies and procedures to enhance physical performances of self with some assistance plans and undertakes independent inquiries with some assistance	communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with assistance selects strategies and procedures to enhance physical performances of self with assistance undertakes guided inquiries with assistance	communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with continuous guidance selects strategies and procedures to enhance physical performances of self with continuous guidance undertakes guided inquiries with continuous guidance

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

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
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: Tim Davies,

Date: February 2019