

Course Title	Physical Education Studies	Course Code	9224
Unit Title	Sports Skill Acquisition	Unit Code	94905
Semester Unit	Sports Skill Acquisition	Unit Value	1.0
Term 3 Unit	Sports Skill Acquisition a	Unit Value	0.5
Term 4 Unit	Sports Skill Acquisition b	Unit Value	0.5

Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> understand processes involved in the acquisition and improvement of sports skills participate actively in a range of physical activities to develop skills 	<ul style="list-style-type: none"> describe processes involved in the acquisition and improvement of sports skills participate in a range of physical activities to develop skills

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<ul style="list-style-type: none"> Concepts, theories and models 	
<ul style="list-style-type: none"> analyse and apply concepts in the acquisition of sports skills. for example, body awareness, spatial awareness, effort awareness and their relationship, through research, observation or physical activity (PESA01) analyse and apply theories in the acquisition of sports skills, for example, observation, imitation, modelling, verbal and segmental through research, observation and physical activity (PESA02) analyse and apply models in the acquisition of sports skills for example, individual, team tactical and strategical applications through research, observation or physical activity (PESA03) 	<ul style="list-style-type: none"> describe and apply concepts in the acquisition of sports skills, for example, body awareness, spatial awareness, effort awareness and their relationship, through observation or physical activity (PESM01) describe and apply theories in the acquisition of sports skills, for example, observation, imitation, modelling and verbal through observation and physical activity (PESM02) describe and apply models in the acquisition of sports skills for example, individual, team tactical and strategical applications through observation or physical activity (PESM03)
A Course	M Course
<ul style="list-style-type: none"> Principles, strategies, methodology 	
<ul style="list-style-type: none"> evaluate the impact of motor skill principles, for example, body awareness, spatial awareness, object control, and effort (PESA04) evaluate strategies in the acquisition of movement skills for example, sensory, social, emotional, communication (PESA05) 	<ul style="list-style-type: none"> identify the impact of motor skill principles for example, body awareness, spatial awareness, object control, and effort (PESM04) identify strategies in the acquisition of movement skills for example, sensory, social, emotional, communication (PESM05)

<ul style="list-style-type: none"> analyse and apply techniques with reference to specific skill criteria through observation and participation in physical activity (PESA06) 	<ul style="list-style-type: none"> describe and apply techniques with reference to specific skill criteria through observation and participation in physical activity (PESM06)
<ul style="list-style-type: none"> Nature and purpose 	
<ul style="list-style-type: none"> evaluate the impact of psychological responses, for example, motivation and resilience in the acquisition of movement skills (PESA07) evaluate own and others' movement composition, and provide and apply feedback to enhance performance (PESA08) understand that in order for all participants to experience the maximum benefit participation in physical activity individuals should demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines (PESA09) understand that practice improves performance (PESA10) 	<ul style="list-style-type: none"> describe the impact of motivation and resilience in the acquisition of movement skills (PESM07) compare own and others' movement composition to enhance performance (PESM08) understand that in physical activity individuals should demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines (PESM09) link practice and improved performance (PESM10)
<ul style="list-style-type: none"> Representations and interpretations 	
<ul style="list-style-type: none"> analyse issues, problems and practices in motor skill acquisition (PESA11) plan and undertake an independent inquiry, evaluating and analysing data (PESA12) evaluate whether sources of information are valid and reliable (PESA13) 	<ul style="list-style-type: none"> describe issues and problems in motor skill acquisition (PESM11) plan and undertake an independent inquiry (PESM12) make choices whether sources of information are reliable (PESM13)
<ul style="list-style-type: none"> Communication 	
<ul style="list-style-type: none"> understand numerical comparisons of size and measurements, grouping, estimating, counting, space, statistical information, interpreting, and using graphs, tables and diagrams (PESA14) communicate using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately (PESA15) 	<ul style="list-style-type: none"> use and interpret numerical components. For example, graphs, statistics, tables and diagrams (PESM14) communicate using acceptable language and terminology (PESM15)
A Course	M Course
<ul style="list-style-type: none"> understand that effective communication skills enhance a person's ability to express and defend their belief (PESA16) communicate effectively in a range of contexts and practical situations (PESA17) 	<ul style="list-style-type: none"> display aspects of effective communication (PESM16) communicate in a range of contexts and practical situations (PESM17)

ASSESSMENT

TASK	WEIGHTING	DUE DATE
Skill Acquisition Assignment	20%	Friday Week 9
PERFORMANCE AND SKILLS Term 1	30%	Ongoing throughout Term 1
PERFORMANCE AND SKILLS Term 2	30%	Ongoing throughout Term 2
Skill Acquisition Exam	20%	Exam Week

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 Physical Education Studies 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 theories, concepts and models used to explain physical activity analyses principles, strategies, methodology, approaches to data and procedures analyses physical activity topics communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> discusses theories, concepts and models used to explain physical activity discusses principles, strategies, methodology, approaches to data and procedures discusses physical activity topics communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> interprets theories, concepts and models used to explain physical activity interprets principles, strategies, methodology, approaches to data and procedures interprets physical activity topics communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> describes theories, concepts and models used to explain physical activity describes principles, strategies, methodology, approaches to data and procedures describes physical activity topics communicates ideas and information with minimal referencing 	<ul style="list-style-type: none"> identifies theories, concepts and models used to explain physical activity identifies principles, strategies, methodology, approaches to data and procedures identifies physical activity topics communicates limited ideas and information with limited or no referencing
Skills	<ul style="list-style-type: none"> applies concepts, models, principles, methodology, ideas with control and precision to a practical context and specific physical 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 concepts, models, principles, methodology, ideas with control to a practical context and specific physical 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 concepts, models, principles, methodology, ideas with some control to a practical context and specific physical 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 concepts, models, principles, methodology, ideas with minimal control to a practical context and specific physical 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 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

	<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 physical education theories, concepts and models and explains their limitations and assumptions analyses physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability analyses physical activity topics and explains their significance communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains physical education theories, concepts and models and discusses their limitations and assumptions explains physical education principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability explains physical education topics and discusses their significance communicates ideas and arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> discusses physical education theories, concepts and models and describes their limitations and assumptions discusses physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability discusses physical education topics describes their significance communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> describes physical education theories, concepts and models with some reference to their limitations and assumptions describes physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability describes physical education topics and makes some reference to their significance communicates ideas and information with minimal referencing 	<ul style="list-style-type: none"> identifies physical education theories, concepts and models with little to no reference to their limitations and assumptions identifies physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability identifies physical education topics and makes little or no reference to their significance communicates limited ideas and information with limited or no referencing
Skills	<ul style="list-style-type: none"> applies concepts, models, principles, methodology, ideas with control and precision to a practical context and specific physical 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 concepts, models, principles, methodology, ideas with control to a practical context and specific physical 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 	<ul style="list-style-type: none"> applies concepts, models, principles, methodology, ideas with some control to a practical context and specific physical 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 	<ul style="list-style-type: none"> applies concepts, models, principles, methodology, ideas with minimal control to a practical context and specific physical 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 	<ul style="list-style-type: none"> 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

Achievement Standards for Physical Education Studies M Course

	<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"> describes strategies, procedures with independence describes practical techniques and performance with independence 	<ul style="list-style-type: none"> describes strategies, procedures with some assistance describes practical techniques and performance with some assistance 	<ul style="list-style-type: none"> recounts strategies, procedures with assistance recounts practical techniques and performance with assistance 	<ul style="list-style-type: none"> identifies strategies, procedures with continuous guidance identifies practical techniques and performance with continuous guidance 	<ul style="list-style-type: none"> identifies strategies, procedures with direct instruction identifies practical techniques and performance with direct instruction
Skills	<ul style="list-style-type: none"> communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with independence 	<ul style="list-style-type: none"> communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with some assistance 	<ul style="list-style-type: none"> communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with assistance 	<ul style="list-style-type: none"> communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with continuous guidance 	<ul style="list-style-type: none"> communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with direct instruction
	<ul style="list-style-type: none"> makes discerning choice of strategies and procedures to enhance physical performances of self with independence plans and undertakes independent inquiries with independence 	<ul style="list-style-type: none"> selects strategies and procedures to enhance physical performances of self with some assistance plans and undertakes independent inquiries with some assistance 	<ul style="list-style-type: none"> selects strategies and procedures to enhance physical performances of self with assistance undertakes guided inquiries with assistance 	<ul style="list-style-type: none"> selects strategies and procedures to enhance physical performances of self with continuous guidance undertakes guided inquiries with continuous guidance 	<ul style="list-style-type: none"> selects strategies and procedures to enhance physical performances of self with direct instruction undertakes simple research on a topic with direct instruction

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: Ash Barnes, Tim Davies, Seb Gray and Tash Radosavljevic

Date: February 2021