

Erindale College

Assessment Period:	2021 S2
Course:	SPORTS DEVELOPMENT
Unit:	Building an Elite Athlete (1.0)
Accreditation:	A
Year:	12

Unit Goals

- understand and implement training programs to enhance athletic performance
- apply an understanding of nutritional, psychological and recovery techniques that influence athletic performance

Content Description

Concepts, theories and models

- analyse theories on building an elite athlete for example, develop personalised training programs for the individual and where appropriate team, based on researched evidence
- analyse concepts on building an elite athlete for example, research on elite athletes in relation to their training programs including teamwork, positional play, tactics
- analyse models on building an elite athlete including personalised training programs for the individual/ team based on researched evidence
- investigate how elite athletes differ from amateur athletes including nutrition, mental preparation/ sports psychology, recovery
- investigate contemporary theories, concepts and methods of training and the significance of personalising programs

Principles, strategies, methodology

- analyse how different coaching styles and methodologies can influence athletes performance
- analyses principles on building an elite athlete for example, frequency and intensity of training, recovery, nutrition
- analyses strategies on building an elite athlete for example, altitude training
- analyses methodologies on building an elite athlete for example, sports training principles
- prepare and perform in simulated and actual match/tournament conditions at local, state, national and/or international levels
- acquire and demonstrate an understanding of the skills, physical demands and teamwork, positional play and tactics in their chosen sport
- 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

Nature and purpose

- understand and apply key sports training principles such as reversibility, specificity, and overload
- analyse key issues encountered by elite athletes in contemporary society
- understand how feedback can enhance own and others movement composition, and enhance performance
- understand the opportunities and pathways for young athletes to follow to progress to elite athletes

Representations and interpretations

- analyse issues, problems and practices in building an elite athlete
- plan and undertake an independent inquiry, evaluating and analysing data
- analyse sources of information to determine validity and reliability

Communication

- interpret numerical comparisons of size and measurements, grouping, estimating, counting, space, statistical information, graphs, tables and diagrams
- communicate using appropriate language, correct terminologies, language convention, forms and acknowledging sources appropriately
- understand that effective communication skills enhance a person's ability to express and defend their beliefs

Assessment Tasks

Name	Due Date	Weighting
Training and Competition	Ongoing throughout Semester 2: 12 July - 16 November	40%
Strength and Conditioning	Ongoing throughout Semester 2 and Week 15 Fitness Testing: 12 July - 16 November	20%
Exam	Exam Week: 16 November - 19 November	40%

School Assessment Information

For penalties for late and non-submission of work

See [BSSS Policy and Procedure Manual 4.3.10](#) for further information.

For academic integrity

See [BSSS Policy and Procedure Manual 4.3.12](#) for further information.

For appeals processes

See [BSSS Policy and Procedure Manual 7.2](#) for further information.

For moderation procedures (internal and external)

See [BSSS Policy and Procedure Manual 5](#) for further information.

Achievement Standards for SPORTS DEVELOPMENT A - 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 health, outdoor, physical education theories, concepts and models and explains their limitations and assumptions ● analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability ● analyses health, outdoor, 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 health, outdoor, physical education theories, concepts and models and discusses their limitations and assumptions ● explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability ● explains health, outdoor, 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 health, outdoor, physical education theories, concepts and models and describes their limitations and assumptions ● discusses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability ● discusses health, outdoor, physical education topics describes their significance ● communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> ● describes health, outdoor, physical education theories, concepts and models with some reference to their limitations and assumptions ● describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability ● describes health, outdoor, physical education topics and makes some reference to their significance ● communicates ideas and information with minimal referencing 	<ul style="list-style-type: none"> ● identifies health, outdoor, physical education theories, concepts and models with little to no reference to their limitations and assumptions ● identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability ● identifies health, outdoor, 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, 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<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