Erindale College

Assessment Period:	**2021 S2**
Course:	**EXERCISE SCIENCE**
Unit:	**Factors Affecting Performance (1.0)**
Accreditation:	**T**
Year:	**11**

Unit Goals

- critically analyse and understand athlete behaviour and interpret behavioural theories in relation to performance
- explore and examine the detrimental aspects that athletes experience and strategies employed to overcome in order to maximise their best performance

Content Description

Concepts, theories and models

- critically analyse and research the concepts, theories and models related to factors affecting performance, for example; physiological healing process and motivation for athletic performance
- critically analyse the limitations and assumptions of factors affecting performance, for example; cognitive differences between individuals and their approach to performance
- apply concepts, theories and models in a range of activities in relation to factors affecting performance, for example; mental preparation and treatment of injuries

Principles, strategies, methodology

- critically analyse principles related to factors affecting performance, for example; injury treatment practices and goal setting for performance
- critically analyse strategies on factors affecting performance, for example; management of injuries and mental preparation
- critically analyse methodologies of factors affecting performance, for example; injury and psychological management tools

Nature and Purpose

- evaluate the significance, nature and purpose of factors affecting performance
- understand the theoretical and practical links of factors affecting performance, for example; implementation of concentration and attentional focus techniques
- understand the responses and adaptations to factors affecting performance, for example; rehabilitation and simulation
- understand and evaluate the physical and mental approaches to training and its effect on performance

Representations and interpretations

- critically analyse issues, problems and practices in relation to factors affecting performance, for example; goal setting for athletic performance and application of cold therapy
- critically analyse protocols, procedures, future trends and their implications in factors affecting performance
- critically evaluate whether sources of information are valid and reliable
- understands the significance and sequence of protocols and procedures in factors affecting performance, for example; assessment of injuries and goal setting for athletic performance

- interpret data and predict physiological and mental outcomes in factors affecting human performance

Communication

- evaluate and apply varying communication skills and methodologies within the context of the human body
- understands numerical comparisons of size and measurements, grouping, estimating, counting, space, statistical information, interpreting, and using graphs, tables and diagrams
- communicates using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately

Assessment Tasks

Name	Due Date	Weighting
Factors Affecting Performan Presentation	Oral presentations will begin August 9th.: 9 August	40%
Factors Affecting Performance In class	Research task which will be completed in class.: 8 September	30%
Factors Affecting Performance Exam B	Exam during exam week.: 17 November	30%

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.

For meshing procedures

See BSSS Policy and Procedure Manual 5.4.1 for further information.

For method of unit score calculation

See BSSS Policy and Procedure Manual 4.3.6.2 for further information.

For procedures for calculating course scores

See BSSS Policy and Procedure Manual 4.3.13.2 for further information.

Achievement Standards for EXERCISE SCIENCE T - 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 health, outdoor, physical education theories, concepts and models and evaluates their limitations and assumptions • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability • analyses representations and interpretations of health, outdoor, physical education topics and discusses their significance • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	• 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 representations and interpretations of health, outdoor, physical education topics and explains their significance • communicates ideas and arguments using appropriate evidence, language and accurate referencing	• explains health, outdoor, physical education theories, concepts and models and describes their limitations and assumptions • explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • explains representations and interpretations of health, outdoor, physical education topics describes their significance • communicates ideas and arguments with referencing	• 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 representations and interpretations of health, outdoor, physical education topics and makes some reference to their significance • communicates ideas and information with minimal referencing	• 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 representations and interpretations of 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	• 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 with insight on 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 • analyses 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 • explains 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 • describes practical techniques and performance with some reference to specific skills criteria	• 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