

Erindale College

Assessment Period:	2022 S1
Course:	EXERCISE SCIENCE
Unit:	Preparation for Training & Performance (1.0)
Accreditation:	T
Year:	12

Specific Unit Goals

This unit should enable students to:

- understand and analyse the significance of preparation for training and performance and interpret physiological changes and outcomes
- explore and examine techniques used in the preparation for training and performance and apply to participants in physical activity

Content Descriptions

Concepts, theories and models

- critically analyse concepts, theories and models related to preparation for training and performance, for example; components of fitness, digestive and energy systems and food as a fuel source
- critically analyse the limitations and assumptions related to preparation for training and performance, for example, fitness as a continuum, fitness testing and ergogenic aids
- critically analyse data and procedures related to preparation for training and performance, for example, methods of training, nutritional data, food as an energy source, energy systems
- apply concepts, theories and models implemented in training and performance for example, principles and methods of training and fuelling strategies

Principles, strategies, methodology

- critically analyse principles of preparation for training and performance, for examples; principles of training, energy balance and fuelling for exercise
- critically analyse strategic methodology in preparation for training and performance, for example, methods of training, glycaemic index and fuelling strategies
- understand the significance of the strategies and methods related to training and performance, for example; training and nutrition strategies

Nature and purpose

- critically evaluate the significance, nature and purpose of preparation for training and performance, for example, components of fitness, energy systems and energy sources
- comprehensively understand the responses and adaptations of the human body to training and performance, for example; environmental factors of performance, nutritional response to exercise
- comprehensively understand the significance of preparation for training and performance

Representations and interpretations

- analyse issues, problems and practices in relation to preparation for training and performance, for example; principles of training, athlete nutrition and ergogenic aids
- analyse protocols and procedures and their implications on preparation for training and performance, for example; methods of training, Australian guide to healthy eating
- evaluate whether sources of information are valid and reliable
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- comprehensively understand the significance and sequence of preparation for training and performance, for example; principles and methods of training, adsorption and distribution of nutrients
- interpret data and predict physiological outcomes in preparation for training and performance, for example; fitness protocols and food labelling

Communication

- evaluate and apply varying communication skills and methodologies within the context of preparation for training and performance
- understand numerical comparisons of size and measurements, grouping, estimating, counting, space, statistical information, interpreting, and using graphs, tables and diagrams
- communicate using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately

Assessment Tasks

Name	Due Date	Weighting
Presentation case study	Students will complete an oral presentation on their case study.: 21 March - 8 April	40%
Exam	Exam to be held during Exam week - TBC when schedule published: 29 March - 1 April	30%
Dietary Analysis task	Task in the double lesson. Summary notes due on Monday.: 6 June - 10 June	30%

Specific Unit Information

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 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"> ● critically analyses health, outdoor, physical education theories, concepts and models and evaluates their limitations and assumptions ● critically analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and evaluates their validity and reliability ● critically analyses the nature and purpose of health, outdoor, physical education and evaluates the impact of strategies and techniques on individuals' performance, health and well-being in varied and changing contexts ● critically analyses representations and interpretations of health, outdoor, physical education topics and evaluates their significance ● communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing 	<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 the nature and purpose of health, outdoor, physical education and explains the impact of factors on individuals' performance, health and well-being in changing contexts ● 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 	<ul style="list-style-type: none"> ● 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 the nature and purpose of health, outdoor, physical education theories and describes the impact of factors on individuals' performance, health and well-being in familiar contexts ● explains representations and interpretations of health, outdoor, physical education topics and 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 the nature and purpose of health, outdoor, physical education theories and identifies the impact of factors on individuals' performance, health and well-being in familiar contexts ● describes representations and interpretations of 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 or 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 the nature and purpose of health, outdoor, physical education theories with little or no reference to the impact of factors on individuals' performance, health and well-being ● 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	<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 ● evaluates with insight on 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 ● analyses with insight on 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 ● explains 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 ● 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