

# Erindale College

<b>Assessment Period:</b>	2021 S2
<b>Course:</b>	EXERCISE SCIENCE
<b>Unit:</b>	Factors Affecting Performance (1.0)
<b>Accreditation:</b>	A
<b>Year:</b>	12

## Unit Goals

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

## Content Description

### Concepts, theories and models

- research the concepts, theories and models related to factors affecting performance, for example; physiological healing process and motivation for athletic performance
- 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 activities in relating to factors affecting performance, for example; mental preparation and treatment of injuries

### Principles, strategies, methodology

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

### Nature and Purpose

- evaluate the 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 the physical and mental approaches to training and its effect on performance

### Representations and interpretations

- analyse issues, problems and practices in relation to factors affecting performance, for example; goal setting for athletic performance and application of cold therapy
- analyse protocols and procedures in factors affecting performance
- evaluate whether sources of information are valid and reliable
- understands the sequence of protocols and procedures in factors affecting performance, for example; assessment of injuries and goal setting for athletic performance
- interpret data and physiological and mental outcomes in the factors affecting human performance

## Communication

- apply varying communication skills and methodologies within the context of structure and function of the human body
- using measuring instruments to compare measurements, grouping, estimating, counting, statistical information, interpreting, and using graphs, tables and diagrams
- communicates correct terminologies, language convention, forms and acknowledging sources

## Assessment Tasks

Name	Due Date	Weighting
In-class scenario	20 August	25%
Exam 1	3 September	25%
Vidcast	22 October	25%
Exam 2	19 November	25%

## 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 EXERCISE SCIENCE 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>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>● analyses health, outdoor, physical education theories, concepts and models and explains their limitations and assumptions</li> <li>● analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability</li> <li>● analyses health, outdoor, physical activity topics and explains their significance</li> <li>● communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>● explains health, outdoor, physical education theories, concepts and models and discusses their limitations and assumptions</li> <li>● explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability</li> <li>● explains health, outdoor, physical education topics and discusses their significance</li> <li>● communicates ideas and arguments using appropriate evidence, language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>● discusses health, outdoor, physical education theories, concepts and models and describes their limitations and assumptions</li> <li>● discusses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability</li> <li>● discusses health, outdoor, physical education topics describes their significance</li> <li>● communicates ideas and arguments with referencing</li> </ul>	<ul style="list-style-type: none"> <li>● describes health, outdoor, physical education theories, concepts and models with some reference to their limitations and assumptions</li> <li>● describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability</li> <li>● describes health, outdoor, physical education topics and makes some reference to their significance</li> <li>● communicates ideas and information with minimal referencing</li> </ul>	<ul style="list-style-type: none"> <li>● identifies health, outdoor, physical education theories, concepts and models with little to no reference to their limitations and assumptions</li> <li>● identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability</li> <li>● identifies health, outdoor, physical education topics and makes little or no reference to their significance</li> <li>● communicates limited ideas and information with limited or no referencing</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>● applies concepts, models, principles, methodology, ideas with control and precision to a practical context and specific physical, health or outdoor education activities</li> <li>● plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources</li> <li>● 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</li> <li>● analyses practical techniques and performance with reference to specific skills criteria</li> </ul>	<ul style="list-style-type: none"> <li>● applies concepts, models, principles, methodology, ideas with control to a practical context and specific physical, health or outdoor education activities</li> <li>● plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources</li> <li>● 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</li> <li>● explains practical techniques and performance with reference to specific skills criteria</li> </ul>	<ul style="list-style-type: none"> <li>● applies concepts, models, principles, methodology, ideas with some control to a practical context and specific physical, health or outdoor education activities</li> <li>● undertakes guided inquiries and describes data and information based on a appropriate sources</li> <li>● makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others</li> <li>● describes practical techniques and performance with reference to specific skills criteria</li> </ul>	<ul style="list-style-type: none"> <li>● applies concepts, models, principles, methodology, ideas with minimal control to a practical context and specific physical, health or outdoor education activities</li> <li>● undertakes guided inquiries with some reference to data using limited sources</li> <li>● makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others</li> <li>● identifies practical techniques and performance with some reference to specific skills criteria</li> </ul>	<ul style="list-style-type: none"> <li>● applies concepts, models, principles, methodology, ideas with little or no control in a practical context</li> <li>● undertakes guided research with little or no reference to data and sources</li> <li>● selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others</li> <li>● identifies practical techniques and performance with little or no reference to specific skills criteria</li> </ul>