Erindale College

Assessment Period:	**2021 S2**
Course:	**EXERCISE SCIENCE**
Unit:	**The Body In Motion (1.0)**
Accreditation:	**T**
Year:	**12**

Unit Goals

- understand and examine biomechanical and physiological terminology and theories which relate to movement
- investigate the use of technology and techniques used to analyse and explore physiological demands of sports performance

Content Description

Concepts, theories and models

- critically analyse concepts, theories and models related to the body in motion, for example; biomechanical terminology, newton's laws of motion, sliding filament theory
- critically analyse the limitations and assumptions of the body in motion, for example; physiological responses and biomechanical influences
- critically analyses data, procedures and evaluates their validity and reliability, for example; physiological responses, mass/ weight, speed/velocity, distance/displacement, acceleration, momentum
- apply concepts, theories and models in a range of activities related to the body in motion, for example; biomechanical and physiological laboratories

Principles, strategies, methodology

- critically analyses principles that influence the body in motion, for example; biomechanical principles and physiological responses to exercise
- critically analyses strategies used to examine the body in motion, for example; testing strategies and movement analysis
- comprehensive understanding of the strategic methodologies of the body in motion

Nature and purpose

- critically evaluate the nature and purpose of the body in motion, for example; acute and chronic physiological responses
- understand the physiological response of the body in motion
- understand and evaluate the mechanics of the body in motion

Representations and interpretations

- critically analyse issues, problems and practices associated with the body in motion, for example; technique analysis, muscle contraction physiology (sft), fatigue and recovery
- critically analyse protocols, procedures, future trends and their implications for the body in motion
- critically evaluate whether sources of information are valid and reliable
- comprehensively understand the implications on the body in motion for example; physiological responses
- comprehensively understand the significance and sequence of the body in motion, for example; sliding

filament theory, and laws of motion

- interpret data and predict physiological outcomes of the body in motion for example; biomechanical and physiological laboratories

Communication

- evaluate and apply varying communication skills and methodologies within the context of the body in motion
- understand 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
Body in Motion Exam	12 November - 17 November	30%
Body in Motion (a) Stimulus Response	3 September - 7 September	30%
Body in Motion Case Study	25 October	40%

Specific Unit Information

All students are expected to buy the Body in Motion Booklet

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

	*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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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