



SAMPLE COURSE OUTLINE

PHYSICAL EDUCATION STUDIES
GENERAL YEAR 11

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Sample course outline

Physical Education Studies – General Year 11

Unit 1 and Unit 2

Week	Key teaching points	Assessment
1	<p>Developing physical skills and tactics</p> <ul style="list-style-type: none"> • develop and apply basic movement skills, patterns and techniques • definitions of strategy and tactic • basic classifications of physical activity <ul style="list-style-type: none"> ▪ invasion ▪ target ▪ net/wall ▪ athletics ▪ striking, fielding ▪ aquatics • identify and develop basic tactical concepts • identify and apply solutions to selected tactical problems <ul style="list-style-type: none"> ▪ prevent scoring ▪ restart play ▪ score <p>Note: the above content areas are ongoing and will be addressed throughout the practical skill development teaching and learning activities</p> <p>Functional anatomy</p> <ul style="list-style-type: none"> • five major functions of bones <ul style="list-style-type: none"> ▪ support ▪ protection ▪ movement ▪ storage ▪ blood cell production 	
2–3	<p>Functional anatomy</p> <ul style="list-style-type: none"> • four bone classifications <ul style="list-style-type: none"> ▪ long ▪ short ▪ flat ▪ irregular • major bones that assist with skeletal movement <ul style="list-style-type: none"> ▪ femur ▪ tibia ▪ humerus ▪ fibula ▪ radius ▪ pelvis ▪ ulna ▪ vertebrae • basic structure and function of tendons and ligaments 	
4	<p>Functional anatomy</p> <ul style="list-style-type: none"> • basic terminology used to describe types of movements <ul style="list-style-type: none"> ▪ extension ▪ flexion ▪ rotation • sagittal, frontal, and transverse anatomical planes 	

Week	Key teaching points	Assessment
5–6	<p>Functional anatomy</p> <ul style="list-style-type: none"> • basic functions of the muscles <ul style="list-style-type: none"> ▪ movement ▪ posture ▪ joint stability • types of muscles <ul style="list-style-type: none"> ▪ skeletal ▪ smooth ▪ cardiac • major skeletal muscles that assist with movement <ul style="list-style-type: none"> ▪ biceps ▪ triceps ▪ abdominals ▪ gastrocnemius ▪ soleus ▪ quadriceps ▪ trapezius ▪ hamstrings ▪ deltoids ▪ pectoralis ▪ latissimus ▪ gluteus maximus 	
7	<p>Functional anatomy</p> <ul style="list-style-type: none"> • body types (somatotypes) and their suitability to specific sports <ul style="list-style-type: none"> ▪ endomorph ▪ mesomorph ▪ ectomorph 	
8–9	<p>Functional anatomy</p> <ul style="list-style-type: none"> • basic structure and function of the circulatory system <ul style="list-style-type: none"> ▪ heart ▪ arteries ▪ veins ▪ capillaries ▪ blood • basic structure and function of the respiratory system <ul style="list-style-type: none"> ▪ lungs ▪ diaphragm ▪ alveoli 	<p>Task 1: Topic test – functional anatomy (7.5%)</p> <p>Task 2: Skill performance (netball) (12.5%)</p>
10–11	<p>Exercise physiology</p> <ul style="list-style-type: none"> • immediate responses of the circulatory system to physical activity <ul style="list-style-type: none"> ▪ heart rate ▪ stroke volume ▪ blood pressure ▪ cardiac output ▪ maximal oxygen uptake (VO₂max) • responses of the respiratory system to physical activity <ul style="list-style-type: none"> ▪ tidal volume ▪ respiratory rate ▪ vital capacity ▪ gas exchange 	

Week	Key teaching points	Assessment
12–13	<p>Exercise physiology</p> <ul style="list-style-type: none"> • definitions and features of the energy systems <ul style="list-style-type: none"> ▪ anaerobic – adenosine triphosphate – creatine phosphate (ATP-CP) ▪ lactic acid ▪ aerobic 	
14–15	<p>Exercise physiology</p> <ul style="list-style-type: none"> • components of health-related fitness <ul style="list-style-type: none"> ▪ cardiorespiratory endurance ▪ muscular strength ▪ muscular endurance ▪ flexibility ▪ body composition • components of a performance-related fitness profile <ul style="list-style-type: none"> ▪ agility ▪ balance ▪ coordination ▪ reaction time ▪ speed ▪ power <p>Motor learning and coaching</p> <ul style="list-style-type: none"> • explain the relationship between components of performance-related fitness and skill development in terms of balance, speed, strength, and flexibility 	<p>Task 3: Game performance (netball) (12.5%)</p>
16–17	<p>Exercise physiology</p> <ul style="list-style-type: none"> • characteristics of warm-up and cool down <ul style="list-style-type: none"> ▪ aerobic/continuous activity ▪ stretching (muscle specific) ▪ specific to the game ▪ safe techniques • simple tests to measure fitness components <ul style="list-style-type: none"> ▪ step test ▪ grip test ▪ chin up test ▪ sit and reach tests ▪ skin fold measurements 	
18–19	<p>Biomechanics</p> <ul style="list-style-type: none"> • definitions of biomechanical principles relating to motion <ul style="list-style-type: none"> ▪ linear motion – movement in straight line ▪ angular motion – rotation ▪ general motion – combination of angular motion to create linear motion • phases of movement (preparation, action and follow through) and how they can assist with biomechanical analysis 	<p>Task 4: Fitness testing – exercise physiology (12.5%)</p>
20–21	<p>Biomechanics</p> <ul style="list-style-type: none"> • role of biomechanics <ul style="list-style-type: none"> ▪ improve performance ▪ prevent sports injuries 	<p>Task 5: Topic test – exercise physiology (7.5%)</p>

Week	Key teaching points	Assessment
22–23	<p>Motor learning and coaching</p> <ul style="list-style-type: none"> • classification of motor skills <ul style="list-style-type: none"> ▪ environmental influences – open and closed ▪ muscular involvement – gross and fine ▪ continuity – discrete, continuous and serial ▪ difficulty – simple and complex • Fitts and Posner model of the phases of learning <ul style="list-style-type: none"> ▪ cognitive (early) ▪ associative (intermediate) ▪ autonomous (final) 	
24–25	<p>Motor learning and coaching</p> <ul style="list-style-type: none"> • basic elements of a training session <ul style="list-style-type: none"> ▪ warm-up ▪ fitness session ▪ skill development ▪ culmination ▪ cool down • basic processes of coaching and/or teaching a skill <ul style="list-style-type: none"> ▪ introduce ▪ demonstrate and practise ▪ provide feedback 	<p>Task 6: Skill performance (soccer) (12.5%)</p>
26–27	<p>Motor learning and coaching</p> <ul style="list-style-type: none"> • observe skills using basic tools, schema and rubrics <ul style="list-style-type: none"> ▪ checklists ▪ video 	<p>Task 7: Skill observation and analysis – motor learning and coaching (12.5%)</p>
28–29	<p>Sport psychology</p> <ul style="list-style-type: none"> • factors to consider when preparing mentally for physical activity <ul style="list-style-type: none"> ▪ personal attitudes ▪ behaviours ▪ values ▪ participation • role of mental skills in creating a mind set to improve performance <ul style="list-style-type: none"> ▪ know yourself ▪ use positive mental talk ▪ believe in yourself ▪ use your mind’s eye (mental imagery) ▪ learn from success and failure 	
30	<p>Sport psychology</p> <ul style="list-style-type: none"> • skills and strategies required for team building <ul style="list-style-type: none"> ▪ compromise ▪ commitment to group goals ▪ respect for others’ values and trust 	<p>Task 8: End-of-year examination (10%) Task 9: Game performance (soccer) (12.5%)</p>