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

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<th>Week</th>
<th>Key teaching points</th>
<th>Assessment</th>
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</table>
| 1    | Developing physical skills and tactics  
- develop and apply basic movement skills, patterns and techniques  
- definitions of strategy and tactic  
- basic classifications of physical activity  
  - invasion  
  - target  
  - net/wall  
  - athletics  
  - striking, fielding  
  - aquatics  
- identify and develop basic tactical concepts  
- identify and apply solutions to selected tactical problems  
  - prevent scoring  
  - restart play  
  - score  
Note: the above content areas are ongoing and will be addressed throughout the practical skill development teaching and learning activities  
Functional anatomy  
- five major functions of bones  
  - support  
  - protection  
  - movement  
  - storage  
  - blood cell production  | |
| 2–3  | Functional anatomy  
- four bone classifications  
  - long  
  - short  
  - flat  
  - irregular  
- major bones that assist with skeletal movement  
  - femur  
  - tibia  
  - humerus  
  - fibula  
  - radius  
  - pelvis  
  - ulna  
  - vertebrae  
- basic structure and function of tendons and ligaments  | |
| 4    | Functional anatomy  
- basic terminology used to describe types of movements  
  - extension  
  - flexion  
  - rotation  
- sagittal, frontal, and transverse anatomical planes  | |
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| 5–6   | **Functional anatomy**  
  • basic functions of the muscles  
    ▪ movement  
    ▪ posture  
    ▪ joint stability  
  • types of muscles  
    ▪ skeletal  
    ▪ smooth  
    ▪ cardiac  
  • major skeletal muscles that assist with movement  
    ▪ biceps  
    ▪ triceps  
    ▪ abdominals  
    ▪ gastrocnemius  
    ▪ soleus  
    ▪ quadriceps  
    ▪ trapezius  
    ▪ hamstrings  
    ▪ deltoids  
    ▪ pectoralis  
    ▪ latissimus  
    ▪ gluteus maximus |  |
| 7     | **Functional anatomy**  
  • body types (somatotypes) and their suitability to specific sports  
    ▪ endomorph  
    ▪ mesomorph  
    ▪ ectomorph |  |
| 8–9   | **Functional anatomy**  
  • basic structure and function of the circulatory system  
    ▪ heart  
    ▪ arteries  
    ▪ veins  
    ▪ capillaries  
    ▪ blood  
  • basic structure and function of the respiratory system  
    ▪ lungs  
    ▪ diaphragm  
    ▪ alveoli |  **Task 1**: Topic test – functional anatomy (7.5%)  
  **Task 2**: Skill performance (netball) (12.5%) |
| 10–11 | **Exercise physiology**  
  • immediate responses of the circulatory system to physical activity  
    ▪ heart rate  
    ▪ stroke volume  
    ▪ blood pressure  
    ▪ cardiac output  
    ▪ maximal oxygen uptake (VO₂max)  
  • responses of the respiratory system to physical activity  
    ▪ tidal volume  
    ▪ respiratory rate  
    ▪ vital capacity  
    ▪ gas exchange |  |
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| 12–13  | **Exercise physiology**  
  - definitions and features of the energy systems  
    - anaerobic – adenosine triphosphate – creatine phosphate (ATP-CP)  
    - lactic acid  
    - aerobic  
  **Task 3**: Game performance (netball) (12.5%)                                                                                                  |                                                                            |
| 14–15  | **Exercise physiology**  
  - components of health-related fitness  
    - cardiorespiratory endurance  
    - muscular strength  
    - muscular endurance  
    - flexibility  
    - body composition  
  - components of a performance-related fitness profile  
    - agility  
    - balance  
    - coordination  
    - reaction time  
    - speed  
    - power  
  **Motor learning and coaching**  
  - explain the relationship between components of performance-related fitness and skill development in terms of balance, speed, strength, and flexibility |                                                                           |
| 16–17  | **Exercise physiology**  
  - characteristics of warm-up and cool down  
    - aerobic/continuous activity  
    - stretching (muscle specific)  
    - specific to the game  
    - safe techniques  
  - simple tests to measure fitness components  
    - step test  
    - grip test  
    - chin up test  
    - sit and reach tests  
    - skin fold measurements  
  **Task 4**: Fitness testing – exercise physiology (12.5%)                                                                                         |                                                                           |
| 18–19  | **Biomechanics**  
  - definitions of biomechanical principles relating to motion  
    - 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 |                                                                           |
| 20–21  | **Biomechanics**  
  - role of biomechanics  
    - improve performance  
    - prevent sports injuries  
  **Task 5**: Topic test – exercise physiology (7.5%)                                                                                              |                                                                           |
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| 22–23 | **Motor learning and coaching**  
- classification of motor skills  
  - 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  
  - cognitive (early)  
  - associative (intermediate)  
  - autonomous (final) |  
| 24–25 | **Motor learning and coaching**  
- basic elements of a training session  
  - warm-up  
  - fitness session  
  - skill development  
  - culmination  
  - cool down  
- basic processes of coaching and/or teaching a skill  
  - introduce  
  - demonstrate and practise  
  - provide feedback | **Task 6**: Skill performance (soccer) (12.5%) |
| 26–27 | **Motor learning and coaching**  
- observe skills using basic tools, schema and rubrics  
  - checklists  
  - video | **Task 7**: Skill observation and analysis – motor learning and coaching (12.5%) |
| 28–29 | **Sport psychology**  
- factors to consider when preparing mentally for physical activity  
  - personal attitudes  
  - behaviours  
  - values  
  - participation  
- role of mental skills in creating a mind set to improve performance  
  - know yourself  
  - use positive mental talk  
  - believe in yourself  
  - use your mind’s eye (mental imagery)  
  - learn from success and failure |  
| 30 | **Sport psychology**  
- skills and strategies required for team building  
  - compromise  
  - commitment to group goals  
  - respect for others’ values and trust | **Task 8**: End-of-year examination (10%)  
**Task 9**: Game performance (soccer) (12.5%) |