



Government of **Western Australia**  
School Curriculum and Standards Authority

# PHYSICAL EDUCATION STUDIES

GENERAL COURSE

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Year 11 syllabus

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Important information**

This syllabus is effective from 1 January 2024.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the Authority) on a cyclical basis, typically every five years.

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## Rationale

The Physical Education Studies General course contributes to the development of the whole person. It promotes the physical, social and emotional growth of students. Throughout the course, emphasis is placed on understanding and improving performance in physical activities. The integration of theory and practice is central to studies in this course.

The Physical Education Studies General course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning. Learning in the Physical Education Studies General course cannot be separated from active participation in physical activities and involves students in closely integrated written, oral and physical learning experiences based upon the study of selected physical activities.

The course appeals to students, with varying backgrounds, physical activity knowledge and dispositions. Students analyse the performance of themselves and others, apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance, along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

## Course outcomes

The Physical Education Studies General course is designed to facilitate achievement of the following outcomes.

### Outcome 1 – Skills for physical activity

Students apply decision-making, movement and tactical skills to enhance participation in physical activity.

In achieving this outcome, students:

- make on-the-spot decisions to apply movement patterns in solving tactical problems
- perform movement skills to enhance participation
- implement strategies and tactics to enhance participation.

### Outcome 2 – Self-management and interpersonal skills for physical activity

Students apply self-management and interpersonal skills to enhance participation in physical activity.

In achieving this outcome, students:

- apply mental skills in undertaking selected roles
- make informed decisions in undertaking selected roles
- apply communication skills in undertaking selected roles
- apply cooperation skills in undertaking selected roles.

### Outcome 3 – Knowledge and understanding of movement and conditioning concepts for physical activity

Students understand movement and conditioning concepts that enhance participation in physical activity.

In achieving this outcome, students:

- understand movement concepts
- understand conditioning concepts.

### Outcome 4 – Knowledge and understanding of sport psychology concepts for physical activity

Students understand mental skills, motor learning, coaching and tactical concepts that inform the enhancement of participation in physical activity.

In achieving this outcome, students:

- understand mental skills training concepts
- understand motor learning and coaching concepts
- understand tactical concepts of games and activities.

## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

#### Unit 1

The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

#### Unit 2

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

### Organisation of content

The course content is divided into six interrelated content areas:

- Developing physical skills and tactics
- Motor learning and coaching
- Functional anatomy
- Biomechanics
- Exercise physiology
- Sport psychology.

#### Developing physical skills and tactics

Students explore the practical and theoretical components required to improve the performance of themselves and others in skills and tactics related to physical activities. They examine basic and advanced movement patterns, apply tactical awareness and understand the analysis of movement in order to improve the quality of skill performance. Content includes:

- frameworks for understanding tactical problems and appropriate tactical and technical responses
- development of technique in order to perform a skill repertoire in a selected sport
- knowledge of performance from both technical and tactical perspectives
- effective strategies for improving personal competence.

## Motor learning and coaching

Effective instruction and coaching is explored through appropriate skill practices and the design of tactical challenges. Content includes:

- roles and leadership styles for the effective management of training and coaching sessions
- analysis of learning and skill development to improve performance
- information processing during skill performance
- the design of effective instruction and provision of feedback
- teaching strategies and techniques to improve skill execution
- analysis of performance.

## Functional anatomy

Knowledge of functional anatomy provides a foundation for the development of a biomechanical understanding of movement. Content includes:

- the structure and function of the musculoskeletal systems
- the structure and function of the circulatory, respiratory and neuromuscular systems
- production of movement.

## Biomechanics

**Note: No calculations required**

Observation, description and biomechanical analysis of movement are underpinned by movement principles and concepts. Content includes:

- biomechanical principles, concepts and laws of motion
- analysis of movement
- application of biomechanical principles to improve the quality of movement.

## Exercise physiology

Students study physiological capacities and the influence of energy systems to improve performance in physical activity and structured training. Content includes:

- examination of the physiological capacities (metabolic, cardio-respiratory and neuromuscular)
- knowledge of the body's circulatory and respiratory systems as an essential basis for exploring preparedness for participation and performance potential
- nutrition to meet the energy demands of participation in different activities and environmental conditions
- principles of training
- training types to improve components of fitness
- key characteristics of training program design and evaluation
- immediate and extended care of the injured athlete.



## **Sport psychology**

The development of mental skills is recognised as being essential to improving performance and facilitating positive group dynamics. Content includes:

- application of group dynamics theories/models and understandings
- skills and processes associated with goal setting, stress management, visualisation, concentration and motivation
- regulation of self-imagery and arousal levels
- influence of varying groups on mental skill preparation (age, skill level, and type of activity).

## **Progression from the Year 7–10 curriculum**

The Physical Education General course continues to develop student learning around the knowledge, understandings and skills within the P–10 Health and Physical Education curriculum. Content within the Movement and physical activity strand, and associated substrands, is consolidated and extended through the study of the course units.

## **Representation of the general capabilities**

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Physical Education Studies General course. The general capabilities are not assessed unless they are identified within the specified unit content.

### **Literacy**

The Physical Education Studies General course assists in the development of literacy by introducing specific terminology used in the various content areas. Students use and understand the language associated with body structures, functions and psychological concepts relating to human performance. Through the development of the language of human movement, they develop skills that enable them to evaluate and analyse the performance of themselves and others and effectively communicate their observations.

### **Numeracy**

The Physical Education Studies General course provides students with opportunities to recognise the mathematics that exists in a variety of movement contexts. Students use calculation, estimation, and measurement to collate information related to trajectories, force creation, spatial awareness in relation to positioning and scoring systems. Students interpret and analyse physical activity information using statistical reasoning, identifying patterns and relationships in data. Using these, they consider trends, draw conclusions, make predictions and inform practices to improve performance.

## Information and communication technology capability

The Physical Education Studies General course enhances information communication and technology (ICT) learning by helping students to access online physical activity information and services effectively to manage their own health and performance. Students develop an understanding of ethical online behaviour, including protocols and practices for using ICT as a key tool for communicating, collaborating, creating content, seeking help, accessing information and analysing and enhancing performance in the Physical Education Studies General course. They also use ICT to develop personalised plans for nutrition and physical activity participation.

## Critical and creative thinking

The Physical Education Studies General course develops a student's ability to think logically, critically, and creatively in response to a range of issues, ideas and challenges. Students learn how to critically evaluate evidence relating to sporting performance and generate recommendations for technique refinement.

The Physical Education Studies General course provides students with opportunities to develop and apply problem-solving skills by creatively selecting and using strategic responses in a competitive environment.

## Personal and social capability

In the Physical Education Studies General course, students use personal and social skills to work collaboratively with others in a variety of activities, to appreciate their own strengths and abilities and those of their peers, and develop a range of interpersonal skills, such as communication, negotiation, teamwork, leadership and an appreciation of diverse perspectives.

## Ethical understanding

The Physical Education Studies General course provides opportunities for students to focus on the importance of treating others with integrity, fairness, compassion; and valuing and respecting diversity and equality for all when participating in physical activity.

Students apply codes of practice appropriate to different contexts such as in the community, in relationships, on the sporting field, in the natural environment and when using digital technologies. As students explore concepts and consequences of fair play, equitable participation, empathy and respect in relationships, they develop skills to support them in making ethical decisions and understanding the consequences of their actions. They also develop the capacity to apply these skills in everyday situations and movement based contexts.

## Intercultural understanding

The Physical Education Studies General course provides opportunities for students to recognise and respect different ways of thinking and learn about different individual, group, and intergroup participation in physical activity. Students learn to appreciate that differences in beliefs and perspectives may affect how some people make choices regarding types of and participation in various physical activities.

They will be able to examine stereotypical representations of various social and cultural groups in relation to concepts of participation, success and failure in physical activity. In doing so, students gain an understanding of how culture shapes personal and social perspectives and interactions. They also gain an understanding of what is valued in terms of health and physical activity within their families, social groups and institutions and other cultures within the broader community.

## Representation of the cross-curriculum priorities

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Physical Education Studies General course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### Aboriginal and Torres Strait Islander histories and cultures

Through the study of the Physical Education Studies General course, students could be provided with opportunities to explore and appreciate the Aboriginal and Torres Strait Islander histories and cultures. The selection of specific contexts will allow students to explore personal, community and group identities. In doing this, it will build understanding about differences and commonalities in systems of knowledge and beliefs. Students will also have the opportunity to participate in physical activities and cultural practices, such as traditional and contemporary sports.

### Asia and Australia's engagement with Asia

In the Physical Education Studies General course, the priority of Asia and Australia's engagement with Asia provides opportunities for students to explore the synergy between Asia and Australia in the area of physical activity. An understanding of the engagement between Australia and Asia underpins the capacity of students to be active and informed citizens.

Through participation in selected contexts, the Physical Education Studies General course enables students to appreciate and engage with diverse cultures, traditions and belief systems of the Asia region through the development of communication and interpersonal skills that reflect cultural understanding, empathy and respect. The syllabus provides students with opportunities to recognise the influence within Australian culture of traditional and contemporary movement activities from the Asia region and their cultural significance for Australian society. While exploring health and movement in the context of Asia, students develop an understanding of the links between humans, environments and active living practices.

### Sustainability

In the Physical Education Studies General course, students will explore how they connect and interact with the environment and people in different social groups within their social networks and wider communities. They will consider how these connections and interactions within systems play an important role in promoting, supporting and sustaining the wellbeing of individuals, the community, and the environment as a whole, now and into the future.

Students will develop an understanding of their potential to contribute to sustainable patterns of living and develop their world view by exploring the concepts of social justice and consumerism as they relate to the promotion and maintenance of health and performance. Through movement experiences students are provided with opportunities to develop a connection in and with environments and to gain an appreciation of the interdependence of people and the health of environments.

# Unit 1

## Unit description

The focus of this unit is the development of students' knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

## Unit content

This unit includes the knowledge, understandings and skills described below.

### Developing physical skills and tactics

- develop and apply basic movement skills, patterns and techniques

### Motor learning and coaching

- Fitts and Posner model of the phases of learning
  - cognitive (early)
  - associative (intermediate)
  - autonomous (final)
- classification of motor skills
  - environmental influences – open and closed
  - muscular involvement – gross and fine
  - continuity – discrete, continuous and serial
  - difficulty – simple and complex
- basic processes of coaching and/or teaching a skill
  - introduce
  - demonstrate and practise
  - provide feedback

### Functional anatomy

- five major functions of bones
  - support
  - protection
  - movement
  - storage
  - blood cell production
- four bone classifications
  - long
  - short
  - flat
  - irregular

- major bones that assist with skeletal movement
  - femur
  - tibia
  - humerus
  - fibula
  - radius
  - pelvis
  - ulna
  - vertebrae
- sagittal, frontal, and transverse anatomical planes
- basic structure and function of the respiratory system
  - lungs
  - diaphragm
  - alveoli

## **Biomechanics**

**Note: no calculations required**

- role of biomechanics
  - improve performance
  - prevent sports injuries
- phases of movement (preparation, action and follow through) and how they can assist with biomechanical analysis

## **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
- simple tests to measure fitness components
  - step test
  - grip test
  - chin up test
  - sit and reach tests
  - skin fold measurements

- characteristics of warm-up and cool down
  - aerobic/continuous activity
  - stretching (muscle specific)
  - specific to the game
  - safe techniques

## **Sport psychology**

- factors to consider when preparing mentally for physical activity
  - personal attitudes
  - behaviours
  - values
  - participation
- skills and strategies required for team building
  - compromise
  - commitment to group goals
  - respect for others' values and trust

## Unit 2

### Unit description

The focus of this unit is the impact of physical activity on the body's anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.

### Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below.

#### Developing physical skills and tactics

- 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

#### Motor learning and coaching

- observe skills using basic tools, schema and rubrics
  - checklists
  - video
- explain the relationship between components of performance related fitness and skill development in terms of balance, speed, strength, and flexibility
- basic elements of a training session
  - warm-up
  - fitness session
  - skill development
  - culmination
  - cool down

## Functional anatomy

- basic structure and function of the circulatory system
  - heart
  - arteries
  - veins
  - capillaries
  - blood
- basic functions of the muscles
  - movement
  - posture
  - joint stability
- types of muscles
  - skeletal
  - smooth
  - cardiac
- basic terminology used to describe types of movements
  - extension
  - flexion
  - rotation
- major skeletal muscles that assist with movement
  - biceps
  - triceps
  - abdominals
  - gastrocnemius
  - soleus
  - quadriceps
  - trapezius
  - hamstrings
  - deltoids
  - pectoralis
  - latissimus
  - gluteus maximus
- basic structure and function of tendons and ligaments
- body types (somatotypes) and their suitability to specific sports
  - endomorph
  - mesomorph
  - ectomorph



## Biomechanics

**Note: No calculations required**

- 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.

## Exercise physiology

- immediate responses of the circulatory system to physical activity
  - heart rate
  - stroke volume
  - blood pressure
  - cardiac output
  - maximal oxygen uptake ( $VO_2\text{max}$ )
- responses of the respiratory system to physical activity
  - tidal volume
  - respiratory rate
  - vital capacity
  - gas exchange
- definitions and features of the energy systems
  - anaerobic – adenosine triphosphate - creatine phosphate (ATP-CP)
  - lactic acid
  - aerobic

## Sport psychology

- 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

## School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Physical Education Studies General Year 11 syllabus and the weighting for each assessment type.

**Assessment table – Year 11**

Type of assessment	Weighting
<p><b>Practical (performance)</b></p> <p>Students demonstrate their ability to adapt and adjust skills and tactics in the sport(s) studied at school while performing within a competitive situation.</p> <p>The assessment must be completed by the teacher and conducted within the school environment within the nominal hours for the course.</p> <p>Evidence can include: direct observation, checklists, and the use of video.</p>	50%
<p><b>Investigation</b></p> <p>Students plan and conduct research and communicate their findings.</p> <p>Investigation findings can be communicated in any appropriate form, including: written (journals, training diaries, essays and laboratory reports), oral and/or video.</p>	25%
<p><b>Response</b></p> <p>Students analyse and respond to questions, stimuli or prompts.</p> <p>Student responses can be written (topic tests, summaries, essays) and/or oral.</p>	25%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Physical Education Studies General Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

## Appendix 1 – Grade descriptions Year 11

<b>A</b>	<p><b>Developing physical skills and tactics</b> Demonstrates a broad repertoire of skills showing consistent control, fluency, balance, power, speed and precision where relevant. Uses a range of relevant tactics to outwit an opponent, improve personal performance, and/or contribute to team success. Consistently and accurately interprets and applies the rules and conventions of games/activities.</p>
	<p><b>Functional anatomy: Biomechanics: Exercise physiology</b> Identifies and accurately explains a range of relevant anatomical and theoretical movement concepts and conditioning principles. Consistently uses accurate terminology.</p>
	<p><b>Sports psychology: Motor learning and coaching</b> Clearly explains interrelationships between mental skills and enhanced physical performance. Provides clear and accurate explanations of effective coaching attributes, roles, and styles.</p>
<b>B</b>	<p><b>Developing physical skills and tactics</b> Demonstrates a repertoire of skills showing control, fluency, balance, power, speed and precision where relevant. Uses a range of tactics to outwit an opponent, improve personal performance and/or contribute to team success. On most occasions, accurately interprets and applies the rules and conventions of games/activities.</p>
	<p><b>Functional anatomy: Biomechanics: Exercise physiology</b> Identifies and accurately explains some relevant anatomical and theoretical movement concepts and conditioning principles. Uses mostly accurate terminology.</p>
	<p><b>Sports psychology: Motor learning and coaching</b> Explains ways that specific mental skills enhance physical performance. Provides clear explanations of some effective coaching attributes, roles, and styles.</p>
<b>C</b>	<p><b>Developing physical skills and tactics</b> Demonstrates a basic repertoire of skills showing some control, fluency, balance, power, speed and precision where relevant. Uses basic tactics to outwit an opponent, improve personal performance and/or contribute to team success. On some occasions and with some accuracy, applies basic rules and conventions of games/activities.</p>
	<p><b>Functional anatomy: Biomechanics: Exercise physiology</b> Identifies and explains simple anatomical and theoretical movement concepts and conditioning principles. Uses some accurate terminology.</p>
	<p><b>Sports psychology: Motor learning and coaching</b> Provides generalised explanations of mental skills; identifies in general terms their influence on physical performance. Identifies some effective coaching attributes, roles, and styles.</p>

D	<b>Developing physical skills and tactics</b> Demonstrates a basic, partial repertoire of skills showing limited control, fluency, balance, power, speed, and precision. Uses few basic tactics to outwit an opponent, improve personal performance and/or contribute to team success. Infrequently applies, with minimal effect, a narrow range of rules and conventions of games/activities.
	<b>Functional anatomy: Biomechanics: Exercise physiology</b> Identifies basic anatomical and theoretical movement concepts and conditioning principles but typically does not explain them. Uses basic terminology.
	<b>Sports psychology: Motor learning and coaching</b> Provides limited explanations of mental skills; identifies very basic influences on physical performance. Identifies coaching attributes, roles, and styles.
E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.