



SAMPLE COURSE OUTLINE

PHYSICAL EDUCATION STUDIES
GENERAL YEAR 12

Copyright

© School Curriculum and Standards Authority, 2019

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-Non Commercial 3.0 Australia licence](#)

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Physical Education Studies – General Year 12

Unit 3 and Unit 4

Week	Key teaching points	Assessment
1–2	<p>Developing physical skills and tactics</p> <ul style="list-style-type: none"> • develop and apply movement skills and techniques in games and other competitive situations • select and adapt movement skills and techniques in response to simple tactical problems • develop and apply simple team or individual strategic plans and tactics related to: <ul style="list-style-type: none"> ▪ scoring – possession, attack, create and use space ▪ preventing scoring – defence, win the ball, deny space ▪ restarting play ▪ creating 2 on 1 situations and other simple solutions ▪ formations ▪ use of width and depth in attack <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"> • characteristics of skeletal muscle tissue <ul style="list-style-type: none"> ▪ contractibility ▪ extendibility ▪ elasticity • types of muscle contractions <ul style="list-style-type: none"> ▪ eccentric ▪ concentric ▪ isometric 	
3–4	<p>Functional anatomy</p> <ul style="list-style-type: none"> • origin and insertion points of skeletal muscles and how they determine the action of the muscle • types of joints and their associated movements <ul style="list-style-type: none"> ▪ hinge ▪ pivot ▪ gliding ▪ ball and socket ▪ saddle ▪ condylar • relationship between joint movement and antagonist pairs <ul style="list-style-type: none"> ▪ agonists (muscles) ▪ antagonists (muscles) 	

Week	Key teaching points	Assessment
5–6	<p>Functional anatomy</p> <ul style="list-style-type: none"> • types of movement used in selected sports <ul style="list-style-type: none"> ▪ flexion ▪ extension ▪ rotation ▪ circumduction ▪ pronation ▪ supination ▪ dorsi flexion ▪ plantar flexion ▪ adduction ▪ abduction • relationship between slow and fast twitch muscle fibre types and physical activity 	<p>Task 1: Topic test – functional anatomy (5%)</p>
7–8	<p>Exercise physiology</p> <ul style="list-style-type: none"> • relationship between food intake and energy expenditure within the demands of physical activity • contribution of energy systems during a specific physical activity <ul style="list-style-type: none"> ▪ anaerobic – adenosine triphosphate-creatine phosphate (ATP-CP) ▪ lactic acid ▪ aerobic • categorise activities by their energy demands 	<p>Task 2: Basketball skill performance – developing skills and tactics (12.5%)</p> <p>Task 3: Fitness testing – exercise physiology (7.5%)</p>
9–10	<p>Exercise physiology</p> <ul style="list-style-type: none"> • simple tests to measure the capacities of the aerobic and anaerobic energy systems • principles of training <ul style="list-style-type: none"> ▪ specificity in relation to the nature of activity ▪ positions and roles ▪ intensity ▪ duration ▪ frequency ▪ progressive overload 	
11–12	<p>Motor learning and coaching</p> <ul style="list-style-type: none"> • role and responsibilities of a coach <ul style="list-style-type: none"> ▪ organising ▪ building rapport ▪ providing instruction and explanation ▪ demonstrating ▪ observing ▪ analysing ▪ providing feedback ▪ providing safe learning environments • definition of leadership and the qualities of a good leader <ul style="list-style-type: none"> ▪ trustworthy ▪ enthusiastic ▪ confident ▪ listens to others ▪ honest ▪ responsible ▪ reliable ▪ patient ▪ decisive ▪ determined ▪ loyal 	

Week	Key teaching points	Assessment
13–14	<p>Motor learning and coaching</p> <ul style="list-style-type: none"> • leadership styles and their relationship to coaching <ul style="list-style-type: none"> ▪ autocratic ▪ democratic ▪ laissez-faire • coaching strategies to consolidate and extend skill development <ul style="list-style-type: none"> ▪ whole/part ▪ chaining/shaping ▪ specific/variable ▪ accuracy/speed ▪ mental/physical 	<p>Task 4: Basketball game performance – developing skills and tactics (12.5%)</p> <p>Task 5: Coaching sessions – motor learning and coaching (7.5%)</p>
15–16	<p>Motor learning and coaching</p> <ul style="list-style-type: none"> • types of feedback <ul style="list-style-type: none"> ▪ intrinsic (inherent) ▪ extrinsic (augmented) – terminal, concurrent, verbal, non-verbal • relationship between feedback and skill development <ul style="list-style-type: none"> ▪ two forms of feedback – knowledge of result, knowledge of performance ▪ briefing/frontloading ▪ debriefing skills 	Externally set task – (15%)
17	Revision/catch up	
18	<p>Biomechanics</p> <ul style="list-style-type: none"> • simple understanding of how force is produced and how force is absorbed by equipment used, and how force is provided and absorbed by the body 	
19–20	<p>Biomechanics</p> <ul style="list-style-type: none"> • steps to analyse a specific skill to improve performance during preparation, action and follow through phases <ul style="list-style-type: none"> ▪ identify what to look at ▪ observation ▪ diagnosis – what is different to your preconceived ideas? ▪ intervention – how to change it ▪ re-observation – was there improvement? • identify technical errors in performance, using checklists or video within the preparation, action and follow through phases 	
21	<p>Biomechanics</p> <ul style="list-style-type: none"> • simple result based quantitative measures, such as measure distance of kick or throw 	Task 6: Topic test – biomechanics (5%)
22	<p>Exercise physiology</p> <ul style="list-style-type: none"> • training methods appropriate to selected activities • purpose and features of fitness profiles 	Task 7: Tennis skill performance – developing skills and tactics (12.5%)
23	<p>Sports psychology</p> <ul style="list-style-type: none"> • simple goal setting techniques <ul style="list-style-type: none"> ▪ difference between short and long-term goals ▪ SMART (specific, measurable, achievable, realistic, timely) goals ▪ performance versus outcome goals • goal setting in coaching programs • links between goal setting and motivation when coaching others 	

Week	Key teaching points	Assessment
24–25	<p>Exercise physiology</p> <ul style="list-style-type: none"> • prevention of sports injuries using protective equipment, effective warm-up and cool-down and ensuring a safe environment • immediate care of sporting injuries, including use of TOTAPS (talk, observe, touch, active movement, passive movement, skill test), RICER (rest, ice, compress, elevate, refer) and HARM (heat, alcohol, running, massage) strategies 	
26–27	<p>Exercise physiology</p> <ul style="list-style-type: none"> • extended care and rehabilitation of the injured athlete <ul style="list-style-type: none"> ▪ support for injury – strapping, braces ▪ goals for rehabilitation – restore range of motion, regain muscular strength, regain endurance and power, regain postural stability and balance, maintain cardiorespiratory fitness • physical therapy rehabilitation strategies <ul style="list-style-type: none"> ▪ ultrasound ▪ heat/cold ▪ massage ▪ exercise 	<p>Task 7: Tennis game performance – developing skills and tactics (12.5%)</p>
28	Course completion and preparation for examination	<p>Task 9: Examination (10%)</p>