



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

# PHYSICAL EDUCATION STUDIES

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ATAR course

**Year 12 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 2025.

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## Rationale

Study of the Physical Education Studies ATAR 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 ATAR course focuses on the complex interrelationships between motor learning, psychological, biomechanical, anatomical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches and analysts 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 ATAR 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 to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and motor learning applications.

The course prepares students for a variety of post-school pathways, leading to 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.

## Aims

The Physical Education Studies ATAR course enables students to:

- enhance performance through the display and application of movement skills and tactical responses
- understand motor learning concepts in relation to learning and acquisition of motor skills
- understand functional anatomy and the roles of the respiratory and circulatory systems and the relationship between the musculoskeletal system and performance
- understand and apply biomechanical principles and their effect on performance, skill execution and/or equipment
- understand and apply exercise physiology concepts in relation to the body's responses to physical activity, energy demands, training principles and methods
- understand and apply sports psychology considerations to improve performance.

## 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.

## Suggested learning contexts

For students studying the Physical Education Studies ATAR Year 12 syllabus, the focus of study must be one or two sports from the prescribed list for the school-based practical (performance) external assessment.

### **Prescribed list of sports for practical (performance) ATAR course**

- Australian football
- Badminton
- Basketball
- Cricket
- Hockey
- Netball
- Soccer
- Tennis
- Touch football
- Volleyball.

## Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

### Unit 3

The focus of this unit is to extend student understanding of acquired functional anatomy and exercise physiology.

### Unit 4

The focus of this unit is to extend student understanding of acquired biomechanical, psychological and motor learning and coaching concepts to evaluate their own and others' performance.

## 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.

## 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 should find opportunities to incorporate the capabilities into the teaching, learning and assessment program for the Physical Education Studies ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

### Literacy

The Physical Education Studies ATAR 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 performance that enables them to evaluate and analyse the performance of themselves and others, and communicate their observations.

### Numeracy

The Physical Education Studies ATAR 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 biomechanical concepts and 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 ATAR course enhances information and communication technology (ICT) learning by helping students to access online physical activity information and services effectively to manage their own and others' 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 course.

### **Critical and creative thinking**

The Physical Education Studies ATAR course develops a student's ability to think logically, critically, and creatively in response to a range of issues, ideas and challenges. Students problem-solve, inquire, evaluate evidence to generate recommendations for improved performance.

### **Personal and social capability**

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

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 in everyday situations and movement based contexts.

### **Intercultural understanding**

The Physical Education Studies ATAR course provides opportunities for students to recognise and respect different ways of thinking, and to 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.

### **Representation of the cross-curriculum priorities**

The cross-curriculum priorities address contemporary issues which students face in a globalised world. Teachers should find opportunities to incorporate these priorities into the teaching and learning program for the Physical Education Studies ATAR 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**

The Physical Education Studies ATAR course provides students with opportunities to explore and appreciate the Aboriginal and Torres Strait Islander Peoples' histories and cultures and their involvement and achievements in sport. This enables students to build cultural understanding, empathy and respect for differences and commonalities in the knowledge, appreciation and impact of sport.

## **Asia and Australia's engagement with Asia**

The Physical Education Studies ATAR course provides opportunities for students to explore the differences and commonalities between Asia and Australia in the area of physical activity. This enables students to develop communication and interpersonal skills that reflect cultural understanding, empathy and respect.

## **Sustainability**

The Physical Education Studies ATAR course provides opportunities for students to 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.

Through physical activity, students are provided with opportunities to develop a connection in and with environments and to gain an appreciation of the effects on people's health.

## Unit 3

### Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

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

### Developing physical skills and tactics

- develop and refine sport specific skills and techniques to enhance performance
- select and adapt skills and techniques
- select and apply advanced tactical responses varying in complexity
  - various environmental conditions
  - strengths and weaknesses of opposition
  - responding to opposition
  - phases/stages of play
- select and adapt tactics

### Functional anatomy

- structure of skeletal muscle
  - muscle belly
  - epimysium
  - endomysium
  - fascicle
  - perimysium
  - muscle fibre
  - myofibril
- the role of the following in the sliding filament theory:
  - myosin (cross bridges)
  - actin (binding sites)
  - sarcomere
    - H zone
    - I band
    - A band
    - Z line
  - calcium (release of ATP)
- relationship between the velocity of muscle contraction to the amount of force exerted by the contraction
  - force–velocity (concentric)
- relationship between the length of muscle to the potential amount of force it can exert
  - force–length (shortened, mid-length, lengthened)
- structure of the motor neuron
  - dendrite

- axon
- cell body/nucleus
- function of the following in relation to creating movement:
  - sensory neuron
  - the brain
  - spinal cord
  - motor neuron
  - motor unit
- relationship between muscle contraction and nerve function
  - 'all or none' law
  - motor unit size and number
  - fibre recruitment (preferential recruitment)
  - frequency of impulse
- characteristics of fast and slow twitch fibres and their relationship to physical performance types (sprint, endurance)
  - Type I
  - Type IIa
  - Type IIb

## Exercise physiology

- relationship between energy demands and nutritional requirements pre-, during and post-competitive sporting activity
  - fats
  - proteins
  - carbohydrates
  - glycaemic index (low and high)
- hydration pre-, during and post-competitive sporting activity
- considerations for performing in varying environmental conditions (heat/humidity, cold, altitude)
  - temperature regulation mechanisms (radiation, convection, conduction, evaporation)
  - physiological changes in these environments
  - acclimatisation processes and the adaptations gained
  - strategies to manage performance in these environments
- physiological risks and benefits associated with the use of performance enhancers
  - protein powders
  - anabolic steroids
  - caffeine
  - creatine
  - EPO
  - blood doping
- components of periodisation:
  - micro cycle
  - meso cycle
  - macro cycle
  - pre-season (preparation)

- in-season (competition)
- off-season (transition)
- principles of training
  - peaking
  - tapering
  - recovery (including strategies)
  - maintenance
- overtraining (signs and symptoms)

## Unit 4

### Unit content

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

#### Developing physical skills and tactics

- develop and refine sport specific skills and techniques to enhance performance
- select and adapt skills and techniques
- select and apply advanced tactical responses varying in complexity
  - various environmental conditions
  - strengths and weaknesses of opposition
  - responding to opposition
  - phases/stages of play
- select and adapt tactics

#### Motor learning and coaching

- definition of transfer of learning
- categories of transfer of learning
  - skill to skill
  - theory to practice
  - training to competition
- effects of transfer of learning on skill execution and movement efficiency
  - positive
  - negative
  - zero effects
- use of the Knudson and Morrison model through the application of the preparation, observation, evaluation, intervention and re-observation of tasks to improve performance
- use of coaching/training activities to improve performance in selected skills, including shaping, chaining and static-dynamic
- use of different leadership styles – democratic, authoritarian (autocratic) and laissez-faire (casual) to suit the athlete or situation
- learning and skill development in relation to correction and improvement of self and others
  - use of video analysis
  - checklists
  - peer/mentor/coach feedback
  - questionnaires

## Biomechanics

- impulse–momentum relationship
  - characteristics of the interacting bodies affecting coefficient of restitution in the application to sport
    - temperature
    - equipment and surfaces
    - velocity
- definition of, application and relationship between the following concepts in sport:
  - moment of inertia
  - angular velocity
  - conservation of angular momentum
  - third class levers within the body and as applied to sporting contexts
    - resistance arm
    - force arm
- application of biomechanical principles to analyse physical skills
  - balance
    - base of support
    - height of centre of gravity
    - line of centre of gravity
    - mass
  - summation of forces
    - simultaneous
    - sequential/ segmental interaction
  - optimal projection
- Fluid mechanics
  - definition of laminar and turbulent flow
  - definition of pressure drag (form drag/profile), surface drag (skin friction) and wave drag and how they apply to sporting contexts
  - Bernoulli's principle – effect of shape and pressure differential
  - changes in flight paths in spinning balls – the Magnus effect in relation to
    - top spin
    - back spin
    - side spin

## Sport psychology

- strategies used pre- and during performance, to manage stress, motivation, concentration, self-confidence and arousal levels
  - self-talk
  - relaxation
  - performance routines
  - goal-setting
  - imagery
- group cohesion
  - social cohesion

- task cohesion
- strategies to improve group cohesion
  - use of leadership
  - communication
  - goal setting (individual and team)
  - team building
  - roles and expectations
- factors affecting group cohesion
  - social loafing
  - leadership
  - team dynamics

## Assessment

Assessment is an integral part of teaching and learning that at the senior secondary years:

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process in order to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time, for example when reporting against the standards, after completion of a unit/s. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to the set of pre-determined course standards. These standards describe the level of achievement required to achieve each grade, from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher order cognitive skills (e.g. application, analysis, evaluation and synthesis) and the general capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.



## 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.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning
- Assessment should be educative
- Assessment should be fair
- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes
- Assessment should provide significant data for improvement of teaching practices.

The tables below provide details of the assessment types and the weighting for the Physical Education Studies ATAR Year 12 syllabus.

Summative assessments in this course must:

- be limited in number to no more than eight tasks
- allow for the assessment of each assessment type at least once over the year/pair of units
- have a minimum value of 5 per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

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

## Assessment table practical component – Year 12

Type of assessment	Weighting	To SCISA	Weighting for combined mark
<b>If two sports are studied over the year</b>			
<p><b>Practical (performance) assessment</b> Typically conducted at the end of Sport 1 and reflecting the school-based practical (performance) external assessment design brief for this syllabus.</p> <p>Students demonstrate their ability to adapt and adjust skills and tactics in the first sport studied at school while performing within a competitive situation.</p> <p>The assessment must be administered by the teacher and conducted within the school environment within the nominal hours of the course.</p>	20-40%	100%	30%
<p><b>Practical (performance) assessment</b> Typically conducted at the end of Sport 2 and reflecting the school-based practical (performance) external assessment design brief for this syllabus.</p> <p>Students demonstrate their ability to adapt and adjust skills and tactics in the second sport studied at school while performing within a competitive situation.</p> <p>The assessment must be administered by the teacher and will be scheduled in Term 3 and externally assessed by an assessor appointed by the Authority.</p>	60-80%		
<b>OR</b>			
<b>If one sport is studied over the year</b>			
<p><b>Practical (performance) assessment</b> Reflects the school-based practical (performance) external assessment design brief for this syllabus.</p> <p>Students demonstrate their ability to adapt and adjust skills and tactics in the sport studied at school while performing within a competitive situation.</p> <p>The assessment must be administered by the teacher and will be scheduled in Term 3 and externally assessed by an assessor appointed by the Authority.</p>	100%	100%	30%

## Assessment table written component – Year 12

Type of assessment	Weighting	To SCISA	Weighting for combined mark
<b>Investigation</b> Students plan and conduct research and communicate their findings.  Evidence can include: journals, training diaries, essays, laboratory reports, oral presentations and/or the use of video.	15%	100%	70%
<b>Response</b> Students analyse and respond to questions, stimuli or prompts.  Evidence can include: topic tests, summaries, essays and/or oral presentations.	30%		
<b>Written examination</b> Typically conducted at the end of each semester and/or unit and reflecting the written examination design brief for this syllabus.	55%		

Teachers must use the assessment table to develop an assessment outline for the pair of units.

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).

## Reporting

Schools report student achievement, underpinned by a set of pre-determined standards, using the following grades:

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

The grade descriptions for the Physical Education Studies ATAR Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, 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.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).

## ATAR course written examination

All students enrolled in the Physical Education Studies ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the ATAR course written examination are prescribed in the examination design brief on the following page.

Refer to the *WACE Manual* for further information.

### Written examination design brief – Year 12

#### Time allowed

Reading time before commencing work: ten minutes

Working time for paper: two and a half hours

#### Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Section	Supporting information
<b>Section One</b> <b>Multiple-choice</b> 20% of the written examination  20 questions  Suggested working time: 30 minutes	Questions can require the candidate to interpret diagrams, describe principles, analyse data and/or identify correct terminology.
<b>Section Two</b> <b>Short answer</b> 50% of the written examination  6–10 questions  Suggested working time: 70 minutes	Questions can require the candidate to recount, explain, interpret, analyse and/or link information.  Questions can require the candidate to refer to stimulus material that can include: graphs, charts, photos, diagrams, tables, media scripts, research findings and/or case studies.  Questions can be scaffolded or presented in parts.
<b>Section Three</b> <b>Extended answer</b> 30% of the written examination  Two questions from a choice of four  Suggested working time: 50 minutes	Questions can require the candidate to apply skills of critical thinking, analysis and/or interpretation. Questions can also require the candidate to describe relationships between aspects of content and/or apply their understanding of laws and principles to create or analyse programs for improving performance.  Stimulus materials can include: photos, diagrams, tables, media scripts, research findings and/or case studies.  Questions can be scaffolded or presented in parts.  The candidate can be required to support their answers using diagrams with explanatory notes.

## ATAR course school-based practical (performance) external assessment design brief – Year 12

All students enrolled in the Physical Education Studies ATAR Year 12 course are required to sit the school-based practical (performance) external assessment.

**Time allocated:** up to 45 minutes.

### Additional information

The school will offer sport/s from the following prescribed list:

- Australian football
- badminton
- basketball
- cricket
- hockey
- netball
- soccer
- tennis
- touch football
- volleyball

Where necessary, and dependent on the demands of the sport, sessions will be conducted separately for male and female students. However, schools may choose to combine students for the purpose of the assessment in badminton, hockey, netball, tennis, and touch football.

The assessment will comprise of a competitive performance up to 45 minutes in duration. Students will be provided with opportunities to demonstrate skills in each of the sections below.

Section	Supporting information
<p><b>Section one</b> Skill execution</p> <p>35% of the practical (performance) assessment</p> <p>The student is required to demonstrate individual, sport-specific skills within a competitive environment. The assessment will include:</p> <ul style="list-style-type: none"> <li>• proficiency of performance in individual skills</li> <li>• selection and application of appropriate skills in specific situations.</li> </ul>	<p>The student is required to demonstrate individual, sport-specific skills within a competitive environment. The assessment will include:</p> <ul style="list-style-type: none"> <li>• execution/proficiency of performance in individual skills</li> <li>• application and use of appropriate skills in specific situations.</li> </ul>
<p><b>Section two</b> Tactical application</p> <p>65% of the practical (performance) assessment</p> <p>The student is required to demonstrate individual and/or team, sport-specific tactics within a competitive environment. The assessment will include the use of team/individual tactics.</p>	<p>The student is required to demonstrate individual and/or team, sport-specific tactics within a competitive environment. The assessment will include:</p> <ul style="list-style-type: none"> <li>• skills and tactics in offence</li> <li>• skills and tactics in defence.</li> </ul>

## Appendix 1 – Grade descriptions Year 12

A	<p><b>Functional anatomy</b></p> <p>Clearly and articulately applies relevant terminology to explain the process of how nerve function activates muscle action and the relationship between muscle contraction and force exerted.</p> <p>Applies these concepts to movements in a variety of sporting contexts.</p>
	<p><b>Biomechanics</b></p> <p>Clearly and articulately explains how the Magnus effect can change the path of a spinning object and applies this to a variety of sporting contexts.</p> <p>Describes the different types of drag and how each can affect aspects of sporting performance.</p>
	<p><b>Exercise physiology</b></p> <p>Clearly interprets and analyses a training program and identifies all components of periodisation.</p> <p>Explains all aspects of training programs and various environmental conditions and how these can affect performance.</p>
	<p><b>Sport psychology</b></p> <p>Clearly and articulately explains the factors that affect, and strategies to improve, group cohesion.</p> <p>Describes the strategies used by athletes pre- and during performance, to manage stress, motivation, concentration, self-confidence and arousal levels and how each can be applied to various sporting situations.</p>
	<p><b>Motor learning and coaching</b></p> <p>Clearly and articulately explains how learning and skill development tools are used to correct and improve an athlete's performance.</p> <p>Describes the characteristics of each coaching style and justifies why they would be best suited to different situations.</p>
	<p><b>Developing physical skills and tactics</b></p> <p>Demonstrates a broad repertoire of skills within a competitive game with proficiency and application by showing consistent control, fluency, balance, power, speed, precision and decision making, where relevant.</p> <p>Uses an extensive range of relevant advanced offensive and defensive tactics to outwit the opposition, improve personal performance, and contribute to team success.</p> <p>Consistently and appropriately adapts and refines skills and tactical responses in response to a range of changing situations.</p>

B	<p><b>Functional anatomy</b></p> <p>Clearly applies relevant terminology to explain the process of how nerve function activates muscle action, and the relationship between muscle contraction and force exerted.</p> <p>Makes some links to movements in a variety of sporting contexts.</p>
	<p><b>Biomechanics</b></p> <p>Clearly explains how the Magnus effect can change the path of a spinning object and applies this to some sporting contexts.</p> <p>Defines the different types of drag and makes some links to their effect on aspects of sporting performance.</p>
	<p><b>Exercise physiology</b></p> <p>Interprets and analyses a training program and identifies some components of periodisation.</p> <p>Explains most aspects of training programs and various environmental conditions and how these can affect performance.</p>
	<p><b>Sport psychology</b></p> <p>Explains the factors that affect, and strategies to improve, group cohesion.</p> <p>Describes most of the strategies used by athletes pre- and during performance, to manage stress, motivation, concentration, self-confidence and arousal levels and applies these to a sporting situation.</p>
	<p><b>Motor learning and coaching</b></p> <p>Explains how the learning and skill development tools are used to correct and improve an athlete's performance.</p> <p>Describes the characteristics of each coaching style and makes some links to different situations.</p>
	<p><b>Developing physical skills and tactics</b></p> <p>Demonstrates a broad repertoire of skills within a competitive game with proficiency and application by showing consistent control, fluency, balance, power, speed, precision and decision making, where relevant.</p> <p>Uses relevant advanced offensive and defensive tactics to outwit the opposition, improve personal performance, and contribute to team success.</p> <p>Adapts and refines skills and tactical responses in response to a range of changing situations.</p>



C	<p><b>Functional anatomy</b> Provides a description of the structure of the motor neuron and skeletal muscle. Explains the role of the components and the process of the sliding filament theory.</p>
	<p><b>Biomechanics</b> Describes the effect of different types of spin on the flight path of an object. Makes comparisons between a number of objects when comparing coefficient of restitution.</p>
	<p><b>Exercise physiology</b> Identifies different performance enhancers and describes some of the risks and benefits that are associated with their use. Makes links between different types of physical activity and nutritional or hydration requirements.</p>
	<p><b>Sport psychology</b> Identifies some of the factors that affect group cohesion and describes the relationship between social loafing and group cohesion. Outlines some of the strategies used by athletes pre- and during performance, to manage stress, motivation, concentration, self-confidence and arousal levels and provides an appropriate example.</p>
	<p><b>Motor learning and coaching</b> Defines transfer of learning, outlines and describes the impact of each of the three effects of transfer of learning on skill execution. Outlines most of the categories of transfer of learning.</p>
	<p><b>Developing physical skills and tactics</b> Demonstrates a basic repertoire of skills, within a competitive game with proficiency and application by showing consistent control, fluency, balance, power, speed, precision and decision making, where relevant. Uses relevant offensive and defensive tactics to outwit the opposition, improve personal performance and contribute to team success. Adapts and refines skills and tactical responses in response to simple changing situations.</p>

D	<p><b>Functional anatomy</b> Provides a limited description of the structure of the motor neuron and skeletal muscle. Identifies some of the components of the sliding filament theory.</p>
	<p><b>Biomechanics</b> Provides a simple outline of the effect of side spin on the flight path of an object. Distinguishes between two objects with very high and very low coefficient of restitution.</p>
	<p><b>Exercise physiology</b> Identifies different performance enhancers and identifies some nutritional or hydration requirements during physical activity.</p>
	<p><b>Sport psychology</b> Makes simple connections between social loafing and group cohesion. Names most of the strategies used by athletes pre- and during performance, to manage stress, motivation, concentration, self-confidence and arousal levels.</p>
	<p><b>Motor learning and coaching</b> Defines transfer of learning and lists the three effects. Names some of the categories of transfer of learning.</p>
	<p><b>Developing physical skills and tactics</b> Demonstrates a partial repertoire of skills, within a competitive game with limited proficiency and application by showing limited control, fluency, balance, power, speed, and precision. Uses a few basic tactics to outwit the opposition, improve personal performance and contribute to team success. Infrequently adapts and refines skills and tactical responses in a very limited way.</p>
E	<p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>

\* These grade descriptions will be reviewed at the end of the second year of implementation of this syllabus.



