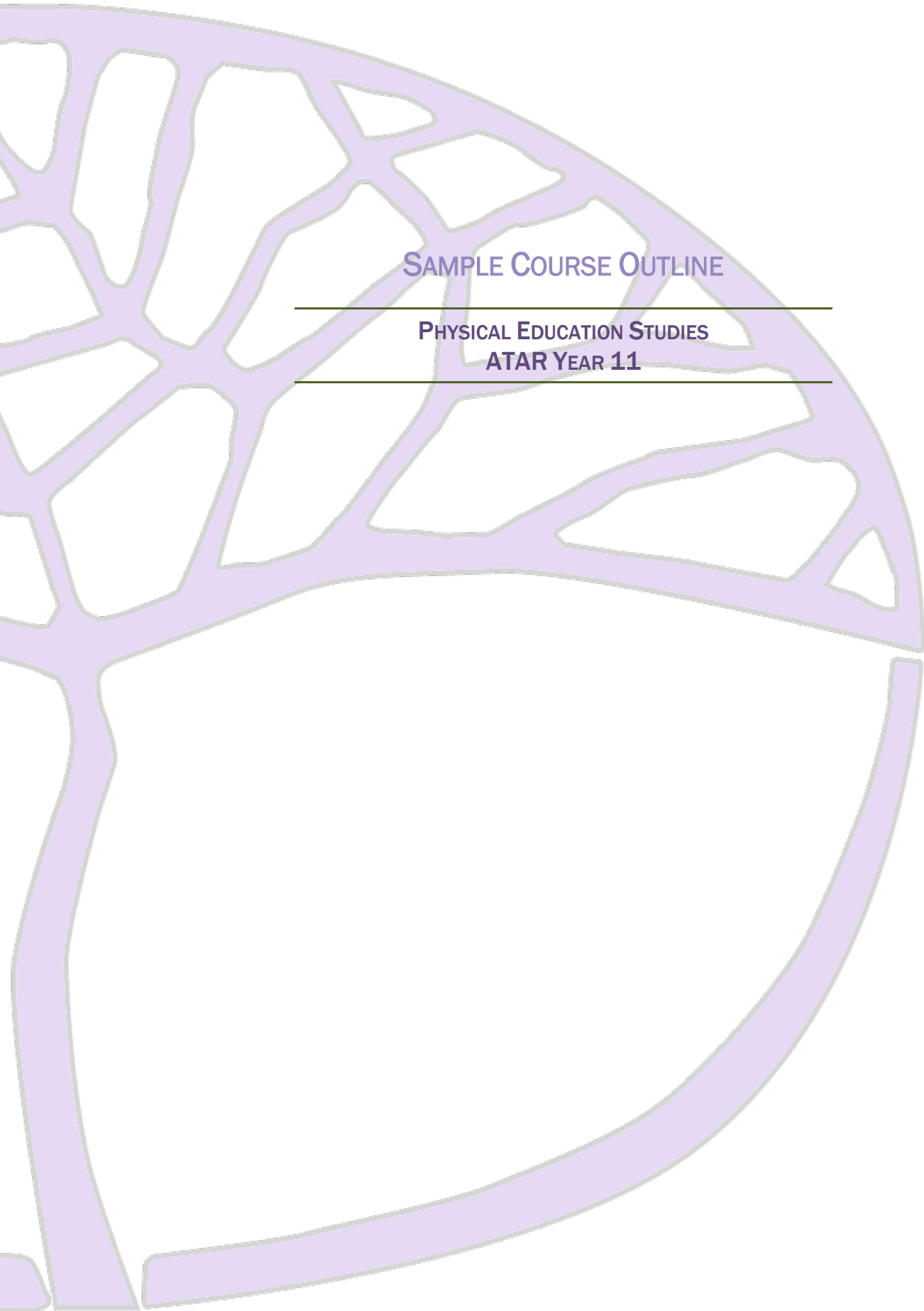




SAMPLE COURSE OUTLINE

PHYSICAL EDUCATION STUDIES ATAR YEAR 11



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.

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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 – ATAR 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 a range of sport-specific movement skills and techniques to enhance performance • select, adapt and apply skills and techniques in games and other competitive situations • select and apply tactics to solve sport specific tactical problems <ul style="list-style-type: none"> ▪ use of space ▪ positioning ▪ decision making <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"> • bones <ul style="list-style-type: none"> ▪ humerus ▪ radius ▪ ulna ▪ femur ▪ patella ▪ tibia ▪ fibula ▪ pelvis ▪ sternum ▪ ribs ▪ carpals ▪ metacarpals ▪ phalanges ▪ tarsals ▪ metatarsals • muscles <ul style="list-style-type: none"> ▪ biceps ▪ triceps ▪ gastrocnemius ▪ trapezius ▪ deltoid ▪ quadriceps ▪ hamstrings ▪ tibialis anterior ▪ adductor group ▪ latissimus dorsi ▪ soleus ▪ abdominal ▪ gluteus maximus ▪ pectorals ▪ hip flexors 	
2–3	<p>Functional anatomy</p> <ul style="list-style-type: none"> • structure and function of the circulatory system <ul style="list-style-type: none"> ▪ heart ▪ arteries ▪ veins ▪ capillaries ▪ blood • structure and function of the respiratory system <ul style="list-style-type: none"> ▪ lungs, diaphragm, alveoli (gaseous exchange) ▪ inspiration (inhalation) <ul style="list-style-type: none"> ○ diaphragm contracts ○ thoracic cavity expands ○ air pressure in the lungs drops ○ air is drawn into lungs due to pressure difference ▪ expiration (exhalation) <ul style="list-style-type: none"> ○ diaphragm relaxes ○ pleural cavity contracts ○ air pressure in the lungs increases ○ air is pushed out of the lungs 	

Week	Key teaching points	Assessment
4–5	<p>Functional anatomy</p> <ul style="list-style-type: none"> • characteristics of skeletal muscle tissue and their relationship to the production of movement for physical activity <ul style="list-style-type: none"> ▪ excitability ▪ contractibility ▪ extendibility ▪ elasticity • relationship between the musculoskeletal system and joint movement in the creation of movement <ul style="list-style-type: none"> ▪ antagonist pairs ▪ origin and insertion points of muscles • movement types created by muscle action and joint movement <ul style="list-style-type: none"> ▪ flexion ▪ extension ▪ supination ▪ pronation ▪ circumduction ▪ rotation ▪ dorsi flexion ▪ plantar flexion ▪ adduction ▪ abduction 	
6–7	<ul style="list-style-type: none"> • Biomechanics • definition of the following terms: <ul style="list-style-type: none"> ▪ linear motion ▪ angular motion ▪ general motion ▪ projectile motion • application of projectile motion to sport in relation to: <ul style="list-style-type: none"> ▪ optimal projection ▪ parabolic trajectory ▪ release of projectiles ▪ angle ▪ velocity ▪ height 	
8	<p>Biomechanics</p> <ul style="list-style-type: none"> • application of linear motion to sport in relation to: <ul style="list-style-type: none"> ▪ speed ▪ velocity ▪ acceleration 	•
9	<p>Biomechanics</p> <ul style="list-style-type: none"> • definition of the principle of balance and how it applies to sport in relation to: <ul style="list-style-type: none"> ▪ base of support ▪ height of centre of gravity ▪ line of centre of gravity ▪ mass ▪ static balance ▪ dynamic balance 	

Week	Key teaching points	Assessment
10–11	<p>Biomechanics</p> <ul style="list-style-type: none"> • definition of Newton’s First, Second and Third Laws of Motion, and how they apply to sporting contexts • definition of the three classes of levers <ul style="list-style-type: none"> ▪ axis (fulcrum) ▪ resistance (load) ▪ force (effort) 	<p>Task 1: topic test - functional anatomy; biomechanics (8 %)</p>
12–13	<p>Motor learning and coaching</p> <ul style="list-style-type: none"> • classification of motor skills <ul style="list-style-type: none"> ▪ gross ▪ fine ▪ open ▪ closed ▪ discrete ▪ serial ▪ continuous • Fitts and Posner phases of motor learning and how they can be used to develop/improve specific physical skills 	
14–15	<ul style="list-style-type: none"> • Motor learning and coaching • types of cues used to improve performance <ul style="list-style-type: none"> ▪ visual ▪ verbal ▪ proprioceptive • information processing model during skill performance <ul style="list-style-type: none"> ▪ identification of stimuli/input ▪ response identification/decision making ▪ response/output ▪ feedback 	<p>Task 2: sport 1 performance – developing physical skills and tactics (15%)</p>
16–17	<ul style="list-style-type: none"> • Motor learning and coaching • types of feedback <ul style="list-style-type: none"> ▪ intrinsic (inherent) ▪ extrinsic (augmented) ▪ terminal knowledge of results, knowledge of performance ▪ concurrent ▪ verbal ▪ non-verbal • purpose of feedback <ul style="list-style-type: none"> ▪ reinforcement ▪ motivation 	<p>Task 3: Semester 1 written examination (15%)</p>
18	<p>Exercise physiology</p> <ul style="list-style-type: none"> • responses to physical activity <ul style="list-style-type: none"> ▪ heart rate (HR) ▪ stroke volume ▪ blood pressure (BP) ▪ cardiac output ▪ respiratory rate ▪ perspiration ▪ blood redistribution 	

Week	Key teaching points	Assessment
19	<p>Exercise physiology</p> <ul style="list-style-type: none"> • long-term cardiovascular and respiratory effects of training <ul style="list-style-type: none"> ▪ cardiac hypertrophy ▪ heart rate (HR) ▪ stroke volume ▪ blood pressure (BP) ▪ blood volume/haemoglobin ▪ maximum oxygen uptake (VO₂ max) ▪ capillarisation ▪ ventilation ▪ oxygen exchange 	
20	<p>Exercise physiology</p> <ul style="list-style-type: none"> • utilisation of carbohydrates, fats and proteins as energy sources for physical activity 	<p>Task 4: biomechanical analysis – biomechanics; exercise physiology; motor learning and coaching (10%)</p>
21–22	<p>Exercise physiology</p> <ul style="list-style-type: none"> • the energy systems and their response to physical activity <ul style="list-style-type: none"> ▪ anaerobic ▪ adenosine triphosphate creatine phosphate (ATP-CP) ▪ lactic acid ▪ aerobic 	
23	<p>Exercise physiology</p> <ul style="list-style-type: none"> • relationship between energy systems and types of physical activity <ul style="list-style-type: none"> ▪ the energy system continuum 	
24–25	<p>Exercise physiology</p> <ul style="list-style-type: none"> • interrelationship between training methods, principles of training and fitness components • training methods <ul style="list-style-type: none"> ▪ resistance training – isometric, isotonic, isokinetic ▪ interval training (short and long) ▪ continuous training ▪ circuit training ▪ fartlek ▪ flexibility ▪ plyometrics 	

Week	Key teaching points	Assessment
26–27	<p>Exercise physiology</p> <ul style="list-style-type: none"> • principles of training <ul style="list-style-type: none"> ▪ progressive overload ▪ frequency ▪ intensity ▪ time (duration) ▪ type ▪ specificity ▪ reversibility (detraining) • components of fitness <ul style="list-style-type: none"> ▪ cardiorespiratory endurance ▪ muscular strength ▪ muscular endurance ▪ flexibility ▪ body composition ▪ agility ▪ balance ▪ coordination ▪ reaction time ▪ speed ▪ power 	<p>Task 5: topic test – exercise physiology (12%)</p>
28	<p>Sports psychology</p> <ul style="list-style-type: none"> • psychological considerations for improved performance and achieving the ideal performance state (‘the zone’) <ul style="list-style-type: none"> ▪ motivation ▪ self-confidence ▪ stress management ▪ concentration or attentional control – Nideffer’s model ▪ arousal regulation for optimal performance, including the inverted U hypothesis 	
29	<p>Sports psychology</p> <ul style="list-style-type: none"> • influence of age, skill level, and type of activity on motivation, arousal regulation (inverted U hypothesis), concentration in physical activity • goal setting <ul style="list-style-type: none"> ▪ characteristics of goals (SMARTER) ▪ types of goals ▪ performance ▪ outcome ▪ process 	
30	<p>Examination revision</p>	<p>Task 6: sport 2 performance – developing physical skills and tactics (15%)</p> <p>Task 7: Semester 2 written examination (25%)</p>