



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

PHYSICAL EDUCATION STUDIES

GENERAL COURSE

Year 12 syllabus

IMPORTANT INFORMATION

This syllabus is effective from 1 January 2017.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards 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 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 simple movement, biomechanical, physiological, psychological, functional anatomy and motor leaning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

Unit 4

The focus of this unit is for students to assess their own and others' movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others' performance in physical activity.

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, strategies 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).

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 syllabus 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 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 the 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 can 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 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 3

Unit description

The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor leaning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

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.

Developing physical skills and tactics

- 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.

Motor learning and coaching

- role and responsibilities of a coach
 - 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
 - trustworthy
 - enthusiastic
 - confident
 - listen to others
 - honest
 - responsible
 - reliable
 - patient
 - decisive
 - determined
 - loyal
- leadership styles and their relationship to coaching
 - autocratic
 - democratic
 - laissez-faire

Functional anatomy

- characteristics of skeletal muscle tissue
 - contractility
 - extendibility
 - elasticity
- origin and insertion points of skeletal muscles and how they determine the action of the muscle

Biomechanics

Note: no calculations required

- 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

Exercise physiology

- contribution of energy systems during a specific physical activity
 - anaerobic – adenosine triphosphate-creatine phosphate (ATP-CP)
 - lactic acid
 - aerobic
- categorise activities by their energy demands
- simple tests to measure the capacities of the aerobic and anaerobic energy systems
- 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
- extended care and rehabilitation of the injured athlete
 - 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
 - ultrasound
 - heat/cold
 - massage
 - exercise

Sport psychology

- simple goal setting techniques
 - difference between short and long term goals
 - SMART (specific, measurable, achievable, realistic, timely) goals
 - performance versus outcome goals

Unit 4

Unit description

The focus of this unit is for students to assess their own and others' movement competency and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others' performance in physical activity.

Unit content

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

Developing physical skills and tactics

- develop and apply simple team or individual strategic plans and tactics related to
 - 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

Motor learning and coaching

- coaching strategies to consolidate and extend skill development
 - whole/part
 - chaining/shaping
 - specific/variable
 - accuracy/speed
 - mental/physical
- types of feedback
 - intrinsic (inherent)
 - extrinsic (augmented) – terminal, concurrent, verbal, non-verbal
- relationship between feedback and skill development
 - two forms of feedback – knowledge of result, knowledge of performance
 - briefing/frontloading
 - debriefing skills

Functional anatomy

- types of muscle contractions
 - eccentric
 - concentric
 - isometric

- types of joints and their associated movements
 - hinge
 - pivot
 - gliding
 - ball and socket
 - saddle
 - condylar
- relationship between joint movement and antagonist pairs
 - agonists (muscles)
 - antagonists (muscles)
- types of movement used in selected sports
 - flexion
 - extension
 - rotation
 - circumduction
 - pronation
 - supination
 - dorsi flexion
 - plantar flexion
 - adduction
 - abduction
- relationship between slow and fast twitch muscle fibre types and physical activity

Biomechanics

Note: No calculations required

- identify technical errors in performance using checklists or video within the preparation, action, and follow through phases
- steps to analyse a specific skill to improve performance during preparation, action and follow through phases
 - identify what to look at
 - observation
 - diagnosis – what is different to your preconceived ideas?
 - intervention – how to change it
 - re-observation – was there improvement?
- simple result based quantitative measures, such as measure distance of kick or throw

Exercise physiology

- relationship between food intake and energy expenditure within the demands of physical activity
- principles of training
 - specificity in relation to the nature of activity
 - positions and roles

- intensity
- duration
- frequency
- progressive overload
- training methods appropriate to selected activities
- purpose and features of fitness profiles

Sport psychology

- goal setting in coaching programs
- links between goal setting and motivation when coaching others

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 12 syllabus and the weighting for each assessment type.

Assessment table – Year 12

Type of assessment	Weighting
Practical (performance) Students demonstrate their ability to adapt and adjust skills and tactics in the sport(s) studied at school while performing within a competitive situation. The assessment must be completed by the teacher and conducted within the school environment within the nominal hours for the course. Evidence can include: direct observation, checklists, and the use of video.	50%
Investigation Students plan and conduct research and communicate their findings. Investigation findings can be communicated in any appropriate form, including: written (journals, training diaries, essays and laboratory reports), oral and/or video.	15%
Response Students analyse and respond to questions, stimuli or prompts. Student responses can be written (topic tests, summaries, essays) and/or oral.	20%
Externally set task A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.	15%

Teachers are required to 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).

All assessment types must be included in the assessment outline at least twice with the exception of the externally set task which only occurs once.

The set of assessment tasks must provide a representative sampling of the content for Unit 3 and Unit 4.

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

Externally set task

All students enrolled in the Physical Education Studies General Year 12 course will complete the externally set task developed by the Authority. Schools are required to administer this task in Term 2 at a time prescribed by the Authority.

Refer to the WACE Manual for further information.

Externally set task design brief – Year 12

Time	50 minutes
Format	Written
	Conducted under invigilated conditions
	Typically between two and five questions
	Questions require students to refer to or apply concepts to practical situations
Content	The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based

Refer to the WACE Manual for further information.

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. 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 12 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

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 12

A	Functional anatomy Consistently and accurately uses relevant terminology, explains a range of anatomical principles, such as types of contractions and movements of muscles across a joint, and applies these to a range of specific movements.
	Biomechanics Consistently and accurately explains the concepts of force production and absorption as they apply to the human body and sports equipment. Applies analysis tools to correctly identify errors in phases of movement.
	Exercise physiology Consistently and accurately links physical activities to energy systems, energy demands, principles of training, training methods and food requirements. Makes connections between specific injuries and rehabilitation goals for an injured athlete and recommends appropriate therapy strategies.
	Sport psychology Accurately applies goal setting techniques to motivational requirements of athletes from a coaching perspective to enhance an athlete's performance.
	Motor learning and coaching Consistently and accurately links coaching strategies and various types/forms of feedback to enhance performance. Makes appropriate links between leadership styles and sporting contexts.
	Developing physical skills and tactics Demonstrates a broad repertoire of skills, showing consistent control, fluency, balance, power, speed and precision, where relevant. Uses a range of complex tactics to outwit the opposition, improve personal performance, and/or contribute to team success. Consistently and accurately interprets and applies the rules and conventions of games/activities.
	Functional anatomy Often uses relevant terminology to provide a mostly accurate explanation of anatomical principles, such as types of contractions and movements of muscles across a joint, and usually applies these to specific movements.
	Biomechanics Provides a mostly accurate explanation of the concepts of force production and absorption as they apply to the human body and sports equipment. Uses analysis tools to identify most errors in phases of movement.
B	Exercise physiology Provides mostly accurate links between physical activities to energy systems, energy demands, principles of training, training methods and food requirements. Identifies common injuries and makes some links to rehabilitation goals for an injured athlete. Describes possible therapy strategies with some appropriate links to common injuries.
	Sport psychology Explains the appropriate use of goal setting techniques with some links to an athlete's motivation and performance.
	Motor learning and coaching Provides mostly accurate links between coaching strategies and various types/forms of feedback to enhance performance. Describes the different leadership styles with some links to sporting contexts.

	<p>Developing physical skills and tactics Demonstrates a repertoire of skills, showing control, fluency, balance, power, speed and precision, where relevant. Uses a range of tactics to outwit the opposition, 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>Functional anatomy Occasionally uses correct terminology to provide simple descriptions of anatomical principles, such as types of movement related to specific joints and links them to actions in selected sports.</p>
	<p>Biomechanics Describes the steps to analyse skill performance and provides some relevant methods for improvement. Compares performances by using simple quantitative measures.</p>
	<p>Exercise physiology Describe methods to prevent sport injuries and provide immediate care and extended support for the injured athlete. Identifies appropriate fitness tests that will measure specific energy systems.</p>
C	<p>Sport psychology Describes goal setting techniques and defines characteristics of the SMART principle with links to an athlete's performance.</p>
	<p>Motor learning and coaching Identifies and describes some coaching roles and responsibilities. Defines some qualities of a leader and leadership styles.</p>
	<p>Developing physical skills and tactics Demonstrates a repertoire of simple skills, showing some control, fluency, balance, power, speed and precision, where relevant. Uses simple tactics to outwit the opposition, 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>
D	<p>Functional anatomy Uses basic terminology to identify anatomical principles, with few links to actions in selected activities.</p>
	<p>Biomechanics Identifies most steps in skill analysis with little or no reference to methods for improvement. Uses simple quantitative measures.</p>
	<p>Exercise physiology Identifies simple fitness tests, without making links to specific energy systems.</p>
	<p>Sport psychology Identifies components of the SMART principle for goal setting.</p>
	<p>Motor learning and coaching Identifies some coaching roles and responsibilities, and qualities of a leader.</p>
	<p>Developing physical skills and tactics Demonstrates a basic, partial repertoire of skills, showing limited control, fluency, balance, power, speed, and precision. Uses few basic tactics to outwit the opposition, improve personal performance and/or contribute to team success. Infrequently applies, and with limited accuracy, a limited range of rules and conventions of games/activities.</p>
E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.