Sample Course Outline

Physical Education Studies

General Year 11

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Sample course outline

Physical Education Studies – General Year 11

Unit 1 and Unit 2

| **Week** | **Key teaching points** | **Assessment** |
| --- | --- | --- |
| 1 | Developing physical skills and tactics   * develop and apply basic movement skills, patterns and techniques * 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   Note: the above content areas are ongoing and will be addressed throughout the practical skill development teaching and learning activities.  Functional anatomy   * five major functions of bones   + support   + protection   + movement   + storage   + blood cell production |  |
| 2–3 | Functional anatomy   * four bone classifications   + long   + short   + flat   + irregular * major bones that assist with skeletal movement   + femur   + tibia   + humerus   + fibula   + radius   + pelvis   + ulna   + vertebrae * basic structure and function of tendons and ligaments |  |
| 4 | Functional anatomy   * basic terminology used to describe types of movements   + extension   + flexion   + rotation * sagittal, frontal, and transverse anatomical planes |  |
| 5–6 | Functional anatomy   * basic functions of the muscles   + movement   + posture   + joint stability * types of muscles   + skeletal   + smooth   + cardiac * major skeletal muscles that assist with movement   + biceps   + triceps   + abdominals   + gastrocnemius   + soleus   + quadriceps   + trapezius   + hamstrings   + deltoids   + pectoralis   + latissimus   + gluteus maximus |  |
| 7 | Functional anatomy   * body types (somatotypes) and their suitability to specific sports   + endomorph   + mesomorph   + ectomorph |  |
| 8–9 | Functional anatomy   * basic structure and function of the circulatory system   + heart   + arteries   + veins   + capillaries   + blood * basic structure and function of the respiratory system   + lungs   + diaphragm   + alveoli | **Task 1**: Topic test – functional anatomy  (7.5%) |
| 10–11 | Exercise physiology   * immediate responses of the circulatory system to physical activity   + heart rate   + stroke volume   + blood pressure   + cardiac output   + maximal oxygen uptake (VO2max) * responses of the respiratory system to physical activity   + tidal volume   + respiratory rate   + vital capacity   + gas exchange |  |
| 12–13 | Exercise physiology   * definitions and features of the energy systems   + anaerobic – adenosine triphosphate–creatine phosphate (ATP-CP)   + lactic acid   + aerobic |  |
| 14–15 | 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   **Motor learning and coaching**   * explain the relationship between components of performance‑related fitness and skill development in terms of balance, speed, strength, and flexibility | **Task 2**:Performance in selected sport (netball)  (25%) |
| 16–17 | Exercise physiology   * characteristics of warm-up and cool down   + aerobic/continuous activity   + stretching (muscle specific)   + specific to the game   + safe techniques * simple tests to measure fitness components   + step test   + grip test   + chin-up test   + sit and reach tests   + skinfold measurements | **Task 3**:Fitness testing – exercise physiology  (12.5%) |
| 18–19 | 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 * phases of movement (preparation, action and follow through) and how they can assist with biomechanical analysis |  |
| 20–21 | Biomechanics   * role of biomechanics   + improve performance   + prevent sports injuries |  |
| 22–23 | **Motor learning and coaching**   * classification of motor skills   + environmental influences – open and closed   + muscular involvement – gross and fine   + continuity – discrete, continuous and serial   + difficulty – simple and complex * Fitts and Posner model of the phases of learning   + cognitive (early)   + associative (intermediate)   + autonomous (final) |  |
| 24–25 | Motor learning and coaching   * basic elements of a training session   + warm-up   + fitness session   + skill development   + culmination   + cool down * basic processes of coaching and/or teaching a skill   + introduce   + demonstrate and practise   + provide feedback |  |
| 26–27 | Motor learning and coaching   * observe skills using basic tools, schema and rubrics   + checklists   + video | **Task 4**:Skill observation and analysis – motor learning and coaching  (12.5%) |
| 28–29 | Sport psychology   * factors to consider when preparing mentally for physical activity   + personal attitudes   + behaviours   + values   + participation * role of mental skills in creating a mindset to improve performance   + know yourself   + use positive mental talk   + believe in yourself   + use your mind’s eye (mental imagery)   + learn from success and failure | **Task 5**:Performance in selected sport (soccer)  (25%) |
| 30 | Sport psychology   * skills and strategies required for team building   + compromise   + commitment to group goals   + respect for others’ values and trust | **Task 6**:End-of-year test  (17.5%) |