**Sample Course Outline**

Physical Education Studies

General Year 11

**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 4.0 International licence](http://creativecommons.org/licenses/by/4.0/).

**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 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%)  **Task 2**:Skill performance (netball)  (12.5%) |
| 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 3**:Game performance (netball)  (12.5%) |
| 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   + skin fold measurements |  |
| 18–19 | **Biomechanics**   * 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 | **Task 4**:Fitness testing – exercise physiology  (12.5%) |
| 20–21 | **Biomechanics**   * role of biomechanics   + improve performance   + prevent sports injuries | **Task 5**:Topic test – exercise physiology  (7.5%) |
| 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 | **Task 6**:Skill performance (soccer)  (12.5%) |
| 26–27 | **Motor learning and coaching**   * observe skills using basic tools, schema and rubrics   + checklists   + video | **Task 7**: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 mind set to improve performance   + know yourself   + use positive mental talk   + believe in yourself   + use your mind’s eye (mental imagery)   + learn from success and failure |  |
| 30 | **Sport psychology**   * skills and strategies required for team building   + compromise   + commitment to group goals   + respect for others’ values and trust | **Task 8**:End-of-year examination  (10%)  **Task 9**:Game performance (soccer)  (12.5%) |