### Sample course outline

#### Physical Education Studies – General Year 11

#### Unit 1 and Unit 2

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<tr>
<th>Week</th>
<th>Key teaching points</th>
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| 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  
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|  |</p>
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| 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 | Task 1: topic test – functional anatomy (7.5%)  
Task 2: skill performance (netball) (12.5%) |
| 7    | **Functional anatomy**  
  - basic structure and function of tendons and ligaments  
  - 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 | |
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<td>12–13</td>
<td><strong>Exercise physiology</strong>&lt;br&gt;• definitions and features of the energy systems&lt;br&gt;  ▪ anaerobic – adenosine triphosphate – creatine phosphate (ATP-CP)&lt;br&gt;  ▪ lactic acid&lt;br&gt;  ▪ aerobic</td>
<td>Task 3: game performance (netball) (12.5%)</td>
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<td>14–15</td>
<td><strong>Exercise physiology</strong>&lt;br&gt;• components of health-related fitness&lt;br&gt;  ▪ cardiorespiratory endurance&lt;br&gt;  ▪ muscular strength&lt;br&gt;  ▪ muscular endurance&lt;br&gt;  ▪ flexibility&lt;br&gt;  ▪ body composition&lt;br&gt;• components of a performance-related fitness profile&lt;br&gt;  ▪ agility&lt;br&gt;  ▪ balance&lt;br&gt;  ▪ coordination&lt;br&gt;  ▪ reaction time&lt;br&gt;  ▪ speed&lt;br&gt;  ▪ power</td>
<td>Motor learning and coaching&lt;br&gt;• explain the relationship between components of performance-related fitness and skill development in terms of balance, speed, strength, and flexibility</td>
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<td>16–17</td>
<td><strong>Exercise physiology</strong>&lt;br&gt;• characteristics of warm-up and cool down&lt;br&gt;  ▪ aerobic/continuous activity&lt;br&gt;  ▪ stretching (muscle specific)&lt;br&gt;  ▪ specific to the game&lt;br&gt;  ▪ safe techniques&lt;br&gt;• simple tests to measure fitness components&lt;br&gt;  ▪ step test&lt;br&gt;  ▪ grip test&lt;br&gt;  ▪ chin up test&lt;br&gt;  ▪ sit and reach tests&lt;br&gt;  ▪ skin-fold measurements</td>
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<td>18–19</td>
<td><strong>Biomechanics</strong>&lt;br&gt;• definitions of biomechanical principles relating to motion&lt;br&gt;  ▪ linear motion – movement in straight line&lt;br&gt;  ▪ angular motion – rotation&lt;br&gt;  ▪ general motion – combination of angular motion to create linear motion&lt;br&gt;• phases of movement (preparation, action and follow through) and how they can assist with biomechanical analysis</td>
<td>Task 4: fitness testing – exercise physiology (12.5%)</td>
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<td>20–21</td>
<td><strong>Biomechanics</strong>&lt;br&gt;• role of biomechanics&lt;br&gt;  ▪ improve performance&lt;br&gt;  ▪ prevent sports injuries</td>
<td>Task 5: topic test – exercise physiology (7.5%)</td>
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| 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)  | Task 6: skill performance (soccer) (12.5%) |
| 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 7: skill observation and analysis – motor learning and coaching (12.5%) |
| 26–27 | **Motor learning and coaching**  
- observe skills using basic tools, schema and rubrics  
  - checklists  
  - video  | Task 8: end of year examination (10%)  
Task 9: game performance (soccer) (12.5%) |
| 28–29 | **Sports 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 | **Sports psychology**  
- skills and strategies required for team building  
  - compromise  
  - commitment to group goals  
  - respect for others’ values and trust  |  |