Unit 3A: Build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve their own and others’ performance in physical activity.

Unit 3B: Extend students’ understanding of complex biomechanical, psychological and physiological concepts to evaluate their own and others’ performance
Rationale

Physical Education Studies 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.

Physical Education Studies 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 Physical Education Studies 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 a broad spectrum of students, with varying backgrounds, physical activity knowledge and dispositions. Students analyse their own and others’ performance, 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 course is designed to facilitate the achievement of four outcomes.

**Outcome 1: Skills for physical activity**

Students apply decision-making, movement, strategic and tactical skills to enhance personal 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; and
- 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; and
- 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 inform the enhancement of participation in physical activity.

In achieving this outcome, students:

- understand movement concepts; and
- 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; and
- understand tactical concepts of games and activities.
Course content
The course content needs to be the focus of the learning program.

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
- sports psychology.

Developing physical skills, strategies and tactics
Students explore the practical and theoretical components required to improve the performance of themselves and others in skills, strategies and tactics related to physical activities. They examine basic and advanced movement patterns, apply strategic and 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 strategic, 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 students’ personal competence.

Motor learning and coaching
Effective instruction and coaching is explored through appropriate skill practices, design, strategic and 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
(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, cardiorespiratory 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 (including resistance and interval training)
• key characteristics of training program design and evaluation
• immediate and extended care of the injured athlete.

Sports 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).

Course units
Each unit is defined with a particular focus.

Stage P units provide opportunities for practical and well supported learning to help students develop skills required for them to be successful upon leaving school or in the transition to Stage 1 units.

Stage 1 units provide a practical and applied focus to help students develop knowledge and skills to enable progression to Stage 2 units.

Stage 2 units provide opportunities for applied learning but there is a focus more on academic learning.

Stage 3 units provide opportunities to extend knowledge and understandings in challenging contexts.

Course Pathways
The following pathways may be used for the study of Physical Education Studies:

Pathway 1
P A/B

Pathway 2
1 A/B
(No examination)

Pathway 3
1 A/B
2 A/B
(Stage 2 examination)

Pathway 4
Pathway 1
1 A/B
(No examination)

Pathway 2
1 C/D
(No examination)

Pathway 3
2 A/B

Pathway 4
3 A/B
(Stage 3 examination)
Pathway 1
Typically for students who will enter the course to engage in practical and supported learning activities and develop a basic understanding of physical activity concepts.

Pathway 2
Typically for students who will enter the course with limited experience and undertake Physical Education Studies as an introductory stage and for those who may wish to continue their interest in the sport, leisure and recreation industries.

Pathway 3
Typically for students who enter the course with limited experience, knowledge and understanding of Physical Education Studies and may wish to access further educational opportunities.

Pathway 4
Typically for students wishing to pursue tertiary pathways.

Unit 3APES
The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve their own and others’ performance in physical activity.

On completion of this unit, students should be able to:

- adjust and refine movement skills in dynamic and challenging environments
- define transfer of learning and understand its effects
- evaluate the different types of transfer and their impact on skill execution and movement efficiency
- analyse movement skills of self and others and design coaching/teaching programs to improve performance
- define and relate the following biomechanical principles: momentum, impulse momentum, coefficient of restitution, levers, moment of inertia and angular momentum
- understand and describe the microstructure of skeletal muscles and how they contract
- understand the relationship between muscle contraction and the amount of force exerted
- investigate the relationship between nutritional requirements and energy demands during physical activity
- understand the implications of preparing and performing in different environmental conditions
- explain the physiological impact of performance enhancers
- Analyse mental skills strategies used pre, during and post performance to manage stress, motivation, concentration, arousal levels and self confidence.

Unit 3BPES
The focus of this unit is to extend students’ understanding of complex biomechanical, psychological and physiological concepts to evaluate their own and others’ performance.

On completion of this unit, students should be able to:

- adapt and implement strategic responses varying in complexity to situational demands in dynamic and challenging situations
- explain and apply fluid mechanics such as spin, Bernoulli’s principle and drag in specific physical activities
- apply biomechanical principles to analyse and evaluate specific skills
- understand the role of the neuromuscular systems in relation to muscle function
- identify characteristics of fast and slow twitch fibres and their relationship to physical performance types
- critically evaluate training programs designed to improve performance
- apply Carron’s model of group cohesion to analyse participation in physical activity.
**Assessment**

The WACE Manual contains essential information on principles, policies and procedures for school-based assessment and WACE examinations that needs to be read in conjunction with this document.

**School-based assessment**

The table below provides details of the assessment types for this course and the weighting range for each assessment type.

Teachers are required to use the assessment table to develop their own assessment outline for each unit (or pair of units) of the course.

This outline includes a range of assessment tasks and indicates the weighting for each task and each assessment type. It also includes the content and course outcomes each task covers.

If a pair of units is assessed using a combined assessment outline, the assessment requirements must still be met for each unit.

In developing an assessment outline and teaching program the following guidelines should be taken into account.

- All tasks should take into account teaching, learning and assessment principles outlined in the WACE Manual.
- There is flexibility for teachers to design school-based assessment tasks to meet the learning needs of students.
- The assessment table outlines the forms of student response required for this course.
- Student work submitted to demonstrate achievement should only be accepted if the teacher can attest that, to the best of her/his knowledge, all uncited work is the student’s own.
- Evidence collected for each unit should include tasks conducted under test conditions together with our forms of assessment tasks.
UNIT 3APES

Unit description
The unit description provides the focus for teaching the specific unit content.

The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve their own and others’ performance in physical activity.

On completion of this unit, students should be able to:

• adjust and refine movement skills in dynamic and challenging environments
• define transfer of learning and understand its effects
• evaluate the different types of transfer and their impact on skill execution and movement efficiency
• analyse movement skills of self and others and design coaching/teaching programs to improve performance
• define and relate the following biomechanical principles: momentum, impulse momentum, coefficient of restitution, levers, moment of inertia and angular momentum
• understand and describe the microstructure of skeletal muscles and how they contract
• understand the relationship between muscle contraction and the amount of force exerted
• investigate the relationship between nutritional requirements and energy demands during physical activity
• understand the implications of preparing and performing in different environmental conditions
• explain the physiological impact of performance enhancers
• analyse mental skills strategies used pre, during and post-performance to manage stress, motivation, concentration, arousal levels and self-confidence.

Suggested learning contexts
The context for developing physical skills, strategies and tactics may be a sport of choice.

Note: It is recommended the focus of study be a sport from the prescribed list for the practical (performance) external examination.

Unit content
This unit builds on the content covered by the previous units. It is recommended that students studying Stage 3 have completed Stage 2 units.

This unit includes knowledge, understandings and skills to the degree of complexity described below. This is the examinable content of the course.

Developing physical skills, strategies and tactics
• develop and refine movement skills and techniques to enhance performance
• select and adapt skills and techniques in dynamic and challenging environments.

Motor learning and coaching
• definition of transfer of learning
• categories of transfer of learning
  ▪ skill to skill
  ▪ theory to practice
  ▪ training to competition
• effects of transfer of learning
  ▪ positive
  ▪ negative
  ▪ zero
• impact of positive, negative and zero effects of transfer of learning on skill execution and movement efficiency
• analyse movement skills of self and others to identify errors, provide feedback, and suggest corrections to improve performance
• design coaching/training activities to improve performance in selected skills including shaping, chaining, static-dynamic, simple-complex
• use of different leadership styles to suit audience needs.

**Functional anatomy**
• structure of skeletal muscle
  • epimysium
  • fascicle
  • perimysium
  • muscle fibre
  • myofibril
• the role of myosin, actin and the sarcomere in the sliding filament theory
• relationship between the velocity and duration of muscle contraction to the amount of force exerted by the contraction
  • force–velocity
  • force–length.

**Biomechanics**
(no calculations required)
• definition of momentum and how it applied to a selected sport
  • conservation of momentum (Newton’s 2nd law)
  • impulse–momentum relationship
  • coefficient of restitution
• define of the following and how they apply to a selected sport
  • moment of inertia
  • angular momentum
  • levers
  • three classes of levers
• relationship between torque and the use of levers in sport: torque = force x perpendicular distance of lever arm
• apply biomechanical principles to analyse physical skills
  • balance
  • coordination continuum
  • force-motion
  • force-time
  • inertia
  • optimal projection
  • range of motion
  • segmental interaction
  • spin.

**Exercise physiology**
• relationship between energy demands and nutritional requirements during physical activity
  • phases of activity—pre-competition, during exercise, recovery
  • nutritional considerations—balanced diet, glycemic index, fats, proteins, carbohydrates, fluid replacement
• implications of preparing and performing in varying environmental conditions
  • heat/humidity
  • altitude
  • cold
• physiological changes brought on by the use of performance enhancers
  • protein powders
  • anabolic steroids
  • stimulants

**Sports psychology**
• mental skills strategies used pre, during and post performance to manage stress, motivation, concentration, self-confidence and arousal levels
  • self-talk
  • relaxation
  • performance routines
  • goal-setting
  • imagery
UNIT 3BPES

Unit description
The unit description provides the focus for teaching the specific unit content.

The focus of this unit is to extend students’ understanding of complex biomechanical, psychological and physiological concepts to evaluate their own and others’ performance.

On completion of this unit, students should be able to:
- adapt and implement strategic responses varying in complexity to situational demands in dynamic and challenging environments
- explain and apply fluid mechanics such as spin, Bernoulli’s principle and drag in specific physical activities
- apply biomechanical principles to analyse and evaluate specific skills
- understand the role of the neuromuscular systems in relation to muscle function
- identify characteristics of fast and slow twitch fibres and their relationship to physical performance types
- critically evaluate training programs designed to improve performance
- apply Carron’s model of group cohesion to analyse participation in physical activity.

Suggested learning contexts
The context for developing physical skills, strategies and tactics may be a sport of choice.

Note: It is recommended the focus of study be a sport from the prescribed list for the practical (performance) external examination.

Unit content
This unit builds on the content covered by the previous units. It is recommended that students studying Stage 3 have completed Stage 2 units.

This unit includes knowledge, understandings and skills to the degree of complexity described as follows. This is the examinable content of the course.

Developing physical skills, strategies and tactics
- select and use sophisticated strategic responses varying in complexity
  - changing environmental factors
  - strengths and weaknesses of opposition
  - responding to opposition tactics
  - phases/stage of play
- select and adapt strategies and tactics in dynamic and challenging environments.

Motor learning and coaching
- use checklists and video to analyse and reflect on self and others’ performance in physical activity
- learning and skill development in relation to correction and improvement of self and others
  - use of video analysis
  - reflective journals
  - peer/mentor/coach feedback
  - questionnaires

Functional anatomy
- function of the nerves, spinal chord, motor unit (dendrite, axon, neurone)
- relationship between muscle contraction and nerve function
- characteristics of fast and slow twitch fibres and their relationship to physical performance types (sprint, endurance)
  - Type I
  - Type Ila
  - Type Ilb.
**Biomechanics**

*(no calculations required)*

- definitions of fluid, laminar and turbulent flow
- definitions of pressure drag (form drag), surface drag (skin friction) and wave drag and how they apply to sporting contexts
- Bernoulli’s principle-effect of shape and pressure differential
- changes in flight paths in projectiles (lift force in spinning balls) – the Magnus effect in relation to
  - top spin
  - back spin
  - side spin
  - no spin

**Exercise physiology**

- training programs designed to improve performance in relation to
  - periodisation: micro cycle, macro cycle, pre-season, in-season, off-season
  - specific energy system requirements
  - peaking
  - overtraining
  - injured athletes
  - tapering
  - recovery
  - maintenance.

**Sports psychology**

- Carron’s model of group cohesion
  - the relationship between social loafing and group cohesion
  - the influence of social loafing on individual and group performance
  - strategies to improve group cohesion.

**Assessment**

The three types of assessment in the table below are consistent with the teaching and learning strategies considered to be the most supportive of student achievement of the outcomes in the Physical Education Studies course. The table provides details of the assessment type, examples of different ways that these assessment types can be applied and the weighting range for each assessment type.

<table>
<thead>
<tr>
<th>Weighting Stage 3</th>
<th>Type of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>Practical performance</td>
</tr>
<tr>
<td></td>
<td>Students will perform and be assessed in sports studied at school which will provide them with the opportunity to refine and adjust skills, strategies and tactics within a modified competitive situation. For practical performance tasks, students are to be assessed in the selected sports within the nominal hours. The practical assessment must be completed by the teacher and conducted within the school environment. Types of evidence include direct observation, checklists, use of video or oral presentation. <em>Best suited to the collection of evidence of student achievement of Outcomes 1 and 2.</em></td>
</tr>
<tr>
<td>20–30%</td>
<td>Investigation</td>
</tr>
<tr>
<td></td>
<td>Research work in which students plan, conduct and communicate their findings. Investigation findings may be communicated in any appropriate form, including written (journals, training diaries, essays and lab reports), oral, video, or various combinations of these. <em>Best suited to the collection of evidence of student achievement of Outcomes 3 and 4</em></td>
</tr>
<tr>
<td>40–50%</td>
<td>Response</td>
</tr>
<tr>
<td></td>
<td>Students apply their knowledge and understanding of the course content when analysing and responding to stimuli or prompts. Student responses may be oral, written (topics tests, exams, summaries, essays) or multimedia. <em>Best suited to the collection of evidence of student achievement of Outcomes 3 and 4.</em></td>
</tr>
</tbody>
</table>
**Grades**

Schools report student achievement in a completed unit at Stage 1, 2, or 3 in terms of grades. The following grades are used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent achievement</td>
</tr>
<tr>
<td>B</td>
<td>High achievement</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory achievement</td>
</tr>
<tr>
<td>D</td>
<td>Limited achievement</td>
</tr>
<tr>
<td>E</td>
<td>Inadequate achievement</td>
</tr>
</tbody>
</table>

Schools report student achievement in Preliminary as either Completed or Not Completed.

Each grade is based on the student's overall performance for the course unit as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and associated annotated work samples.

The grade descriptions for this course 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
### 3A/B PES STUDENT PROGRAM 2015

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Lesson</th>
<th>Program Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (1)</td>
<td><strong>M</strong></td>
<td>Welcome</td>
<td>Introduction to 3A 3B, Rationale, Assessment Schedule, Unit Requirements, Course Expectations and Aspirations</td>
</tr>
<tr>
<td></td>
<td><strong>T</strong></td>
<td>Theory 1</td>
<td>Define and apply fluid mechanics in physical activity</td>
</tr>
<tr>
<td></td>
<td><strong>TH</strong></td>
<td>Theory 2</td>
<td>Spin, the Magnus effect, top spin, back spin, side spin</td>
</tr>
<tr>
<td></td>
<td><strong>F</strong></td>
<td>Practical 1</td>
<td></td>
</tr>
<tr>
<td>2 (2)</td>
<td><strong>M</strong></td>
<td>Theory 3</td>
<td>Spin, the Magnus effect, top spin, back spin, side spin</td>
</tr>
<tr>
<td></td>
<td><strong>T</strong></td>
<td>Theory 4</td>
<td>Bernoulli’s principle</td>
</tr>
<tr>
<td></td>
<td><strong>TH</strong></td>
<td>Theory 5</td>
<td>Pressure drag (form drag), surface drag (skin friction), wave drag</td>
</tr>
<tr>
<td></td>
<td><strong>F</strong></td>
<td>Practical 2</td>
<td></td>
</tr>
<tr>
<td>3 (3)</td>
<td><strong>M</strong></td>
<td>Theory 6</td>
<td>Impulse and conservation of momentum</td>
</tr>
<tr>
<td></td>
<td><strong>T</strong></td>
<td>Theory 7</td>
<td>Impulse-momentum relationship</td>
</tr>
<tr>
<td></td>
<td><strong>TH</strong></td>
<td>Theory 8</td>
<td>Coefficient of restitution</td>
</tr>
<tr>
<td></td>
<td><strong>F</strong></td>
<td>Practical 3</td>
<td></td>
</tr>
<tr>
<td>4 (4)</td>
<td><strong>M</strong></td>
<td>Theory 9</td>
<td>Define and relate to a sport – moment of inertia, angular momentum</td>
</tr>
<tr>
<td></td>
<td><strong>T</strong></td>
<td>Test 1</td>
<td>Biomechanics</td>
</tr>
<tr>
<td></td>
<td><strong>TH</strong></td>
<td>Theory 10</td>
<td>Levers, three classes of levers</td>
</tr>
<tr>
<td></td>
<td><strong>F</strong></td>
<td>Practical 4</td>
<td></td>
</tr>
<tr>
<td>5 (5)</td>
<td><strong>M</strong></td>
<td>Public Holiday</td>
<td>Labour Day</td>
</tr>
<tr>
<td></td>
<td><strong>T</strong></td>
<td>Theory 12</td>
<td>Identify relationship between torque and use of levers in sport</td>
</tr>
<tr>
<td></td>
<td><strong>TH</strong></td>
<td>Task 1</td>
<td>Basic Skill Performance</td>
</tr>
<tr>
<td></td>
<td><strong>F</strong></td>
<td>BELSURF</td>
<td>Swimming Carnival</td>
</tr>
</tbody>
</table>
| 6 (6) | **M** | Theory 13 | Application of biomechanical principles to analyse physical skills:  
  - balance  
  - coordination continuum  
  - force – motion |
|      | **T** | Theory 14 | Application of biomechanical principles to analyse physical skills:  
  - force – time  
  - inertia  
  - optimal projection |
|      | **TH** | Theory 15 | Application of biomechanical principles to analyse physical skills:  
  - range of motion  
  - segmental interaction  
  - Spin |
<p>|      | <strong>F</strong> | Practical 6 | |
| 7 (7) | <strong>M</strong> | Theory 16 | Analyse movement skills of self and others to identify errors, provide feedback and suggest corrections to improve performance using movement analysis techniques |
|      | <strong>T</strong> | Theory 17 | Analyse movement skills of self and others to identify errors, provide feedback and suggest corrections to improve performance using biomechanical principles |
|      | <strong>TH</strong> | Theory 18 | Develop and refine movement skills and techniques to enhance performance |
|      | <strong>F</strong> | Practical 7 | |
| 8 (8) | <strong>M</strong> | Theory 19 | Select and adapt skills and techniques in dynamic and challenging environments |
|      | <strong>T</strong> | Theory 20 | Select and use sophisticated strategic responses varying in |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 (9)</td>
<td><strong>DPSST (3B)</strong></td>
<td>Practical 8</td>
<td><strong>Good Friday</strong></td>
<td><strong>Easter Monday</strong></td>
</tr>
<tr>
<td>10 (10)</td>
<td><strong>M</strong></td>
<td><strong>Task 4</strong></td>
<td>Biomechanical Analysis</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td>11 (11)</td>
<td><strong>M</strong></td>
<td><strong>Theory 24</strong></td>
<td>Explain the effects of transfer of learning - positive, negative and zero</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td>12 (12)</td>
<td><strong>M</strong></td>
<td><strong>Theory 27</strong></td>
<td>Evaluate the use of different leadership styles to suit audience needs – Athlete</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td>13 (13)</td>
<td><strong>M</strong></td>
<td><strong>Theory 30</strong></td>
<td>Analyse learning and skill development in relation to correction and improvement</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td>14 (14)</td>
<td><strong>M</strong></td>
<td><strong>Theory 33</strong></td>
<td>Analyse movement skills of self and others to identify errors, provide feedback and suggest corrections</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td>15 (15)</td>
<td><strong>M</strong></td>
<td><strong>Revision</strong></td>
<td><strong>ML&amp;C</strong></td>
<td><strong>F</strong></td>
</tr>
<tr>
<td>16 (16)</td>
<td><strong>M</strong></td>
<td><strong>Public Hol</strong></td>
<td><strong>Foundation Day</strong></td>
<td><strong>F</strong></td>
</tr>
<tr>
<td>17 (17)</td>
<td><strong>M</strong></td>
<td><strong>EXAMS</strong></td>
<td><strong>EXAMS</strong></td>
<td><strong>EXAMS</strong></td>
</tr>
<tr>
<td>1 (1)</td>
<td><strong>M</strong></td>
<td><strong>Theory 1</strong></td>
<td><strong>Exam review</strong></td>
<td><strong>F</strong></td>
</tr>
<tr>
<td>2 (2)</td>
<td><strong>M</strong></td>
<td><strong>Revision</strong></td>
<td><strong>T</strong></td>
<td><strong>Revision</strong></td>
</tr>
<tr>
<td>3 (3)</td>
<td><strong>M</strong></td>
<td><strong>Revision</strong></td>
<td><strong>TH</strong></td>
<td><strong>Task 2</strong></td>
</tr>
<tr>
<td>4 (4)</td>
<td><strong>M</strong></td>
<td><strong>Revision</strong></td>
<td><strong>T</strong></td>
<td><strong>Revision</strong></td>
</tr>
<tr>
<td>5 (5)</td>
<td><strong>M</strong></td>
<td><strong>EXAMS</strong></td>
<td><strong>EXAMS</strong></td>
<td><strong>EXAMS</strong></td>
</tr>
<tr>
<td>6 (6)</td>
<td><strong>M</strong></td>
<td><strong>EXAMS</strong></td>
<td><strong>EXAMS</strong></td>
<td><strong>EXAMS</strong></td>
</tr>
<tr>
<td>7 (7)</td>
<td><strong>M</strong></td>
<td><strong>Theory 2</strong></td>
<td>Design coaching/training activities to improve performance in selected skills</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td>------</td>
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<td>8 (2)</td>
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<td>Explain structure of skeletal muscle</td>
<td>Explain how muscles contract in relation to sliding filament theory</td>
<td>Understand the relationship between velocity and duration of muscle contraction to the amount of force exerted</td>
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<td>293-296</td>
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<td>Motivation, self confidence and arousal</td>
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<td>Theory 31</td>
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<td>Self talk, relaxation, performance routines</td>
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<td>Goal setting, imagery</td>
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School Holiday dates may be slightly misplaced but has little effect on the teaching and assessment schedule.
## Unit 3APES and Unit 3BPES

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<th>Assessment type</th>
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<th>Task</th>
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<th>3A</th>
<th>3B</th>
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