YEAR 11

Physical Education Studies
Unit 1C and Unit 1D

COURSE REQUIREMENTS

2015

Name: _______________________________
## Course outline—Units 1C and 1D

### Weeks 1

**Developing physical skills, strategies and tactics**
- apply movement skills in modified game situations using consistency, precision, fluency and control
- adjust movement skills and techniques in response to simple tactical problems

**Note:** The above content areas are ongoing and will be addressed throughout the practical skill development teaching and learning activities

**Functional anatomy**
- explain the characteristics of skeletal muscle tissue i.e. contractibility, extendibility, elasticity
- identify types of muscle contractions i.e. eccentric, concentric, isometric
- understand skeletal muscles have an origin and insertion point that determines the action of the muscle e.g. biceps brachii crosses the elbow joint, origins above and insertion below making it responsible for elbow flexion

### Weeks 2–3

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

### Weeks 4–5

**Developing physical skills, strategies 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
  - simple solutions such as creating 2 on 1 situation
  - formations
  - use of width and depth in attack

**Note:** The above content area is ongoing and will be addressed throughout the practical skill development teaching and learning activities

### Weeks 6–7

**Exercise physiology**
- identify the relationship between food intake and energy expenditure within the demands of physical activity
- examine the contribution of energy systems during a specific activity
  - anaerobic (ATP-CP, lactic acid) and aerobic energy systems
- categorise activities by their energy demands

### Weeks 8–9

**Exercise physiology**
- research and identify simple tests to measure the capacities of the aerobic and anaerobic energy systems
- explain the principles of training i.e. specificity in relation to the nature of activity, positions and roles, intensity, duration, frequency, progressive overload

### Weeks 10–11

**Motor learning and coaching**
- understand the role and responsibilities of a coach such as organising, building rapport, providing instruction and explanation, demonstrating, observing, analysing, providing feedback, and providing safe learning environments
- define leadership and the qualities of a good leader e.g. trustworthy, enthusiastic, confident, listen to others, honest, responsible, reliable, patient, decisive, determined, loyal

### Weeks 12–13

**Motor learning and coaching**
- identify different styles of leadership and their relationship to coaching i.e. autocratic, democratic, laissez faire
- understand how different coaching strategies are used to consolidate and extend skill development e.g.
  - whole/part
  - chaining/shaping
  - specific/variable
  - accuracy/speed
  - mental/physical

### Assessment

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<td>Distribute and review assessment outline</td>
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<td>Task 7: Topic test (1C–2.5%; 1D–2.5%).</td>
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<td>Exercise physiology</td>
<td>Task 2: Advanced skill and game performance (1C–5%; 1D–10%). Finalised Week 15</td>
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| 14-15   | **Motor learning and coaching**  
  - identify types of feedback i.e.  
    - intrinsic (inherent)  
    - extrinsic (augmented)—terminal, concurrent, verbal, non-verbal  
  - identify the relationship between feedback and skill development i.e.  
    - two forms of feedback—knowledge of result, knowledge of performance  
    - briefing/frontloading  
    - debriefing skills                                                                 |                                                                           |
| 16      | Revision                                                                                                                                | Task 8: Progress test (1C–5%; 1D–5%)                                      |
| 17      | EXAMS                                                                                                                                   |                                                                           |
| 18      | Biomechanics  
  - simple understanding of how force is produced and how force is absorbed by equipment used, and by the body |                                                                           |
| 19–20   | Biomechanics  
  - understand steps to analyse a specific skill to improve performance during a preparation, action and follow through phases i.e.  
    - identify what to look at  
    - observation  
    - diagnosis—what is different to your preconceived ideas?  
    - intervention—how to change it  
    - re-observation—was there improvement?                                                                 |                                                                           |
| 21      | Biomechanics  
  - identify technical errors in performance in a selected sport using checklists or video within the preparation, action and follow through phase  
  - use simple result based quantitative measures e.g. measure distance of kick or throw | Task 3: Basic skill performance (1C–5%), Finalised Week 23                  |
| 22      | Exercise physiology  
  - explain training methods appropriate to selected activities  
  - identify the purpose and features of fitness profiles and relate to a chosen activity |                                                                           |
| 23-24   | Sports psychology  
  - understand how to set simple goals i.e.  
    - short-term  
    - long-term e.g. SMART (specific, measurable, achievable, realistic, timely)  
  - performance versus outcome goals  
  - use goal setting in coaching programs  
  - understand the links between goal setting and motivation when coaching others | Task 4: Advanced skill and game performance (1C–5%; 1D–10%), Finalised Week 28 |
| 25-26   | Exercise physiology  
  - understand how to prevent sports injuries using protective equipment, effective warm-up and cool down and ensuring a safe environment  
  - understand the immediate care used for sporting injuries including use of TOTAPS (talk, observe, touch, active movement, passive movement, skill test), RICER (rest, ice, compress, elevate, referral) and HARM (heat, alcohol, running, massage) strategies |                                                                           |
| 27-29   | Exercise physiology  
  - understand the extended care and rehabilitation of the injured athlete i.e.  
    - support for injury—strapping, braces  
    - goals for rehabilitation—restore range of motion, regain muscular strength, endurance and power, regain postural stability and balance, maintain cardiorespiratory fitness  
    - physical therapy rehabilitation strategies e.g. ultrasound, heat/cold, massage, exercise |                                                                           |
| 30      | Revision Weeks                                                                                                                          |                                                                           |
| 31-32   | EXAMS                                                                                                                                   | Task 9: Progress test/end of year exam (1C–7.5%; 1D–7.5%)                  |
### Concurrent teaching and learning program—Units 1C and 1D

#### Sport contexts: Basketball and Tennis

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<td></td>
<td>Developing physical skills, strategies and tactics; functional anatomy</td>
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<td>Distribute and review assessment outline</td>
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<tr>
<td>1</td>
<td></td>
<td>Lesson one</td>
<td>• introduce basketball as sport context</td>
<td>• Davis et al. (2005). Physical Education and the study of sport pp 27–28</td>
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<td></td>
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<td>• introduce skeletal muscles as voluntary muscles which are connected to bone via tendons and cause movement when contracted</td>
<td>• classify basketball as an ‘invasion’ type activity</td>
<td>• Gaugers, R. (2009). A Resource for Units 1A–1D, 2010 supplement. pp. S47–S48</td>
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<td></td>
<td></td>
<td>• explain contractibility, extendibility and elasticity</td>
<td>• discuss general rules and etiquette</td>
<td>• Littlewood et al (2006). VCE Units 1 and 2 p. 278</td>
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<td>• identify the different types of muscular contractions, model types of exercises for each one. Students perform activities/exercises e.g. isometric = arm wrestling; concentric (isotonic and isokinetic) = bicep curl or sit-ups (contraction); and eccentric = bounding over hurdles from standing start. Isolate what is happening to major muscle groups in each activity</td>
<td>• design basic skill activities to gauge students’ current skills and techniques (e.g. passing, footwork/body control, catching and receiving, dribbling, shooting); and knowledge of rules</td>
<td>• Smyth et al. (2006). Live It UP 1 pp. 175–178</td>
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<td>• Basketball Australia: FIBA rules and regulations Available at:</td>
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| 2–3   | Developing physical skills, strategies and tactics: functional anatomy | • understand skeletal muscles have an origin and insertion point that determines the action of the muscle e.g. biceps brachii crosses the elbow joint, origins above and insertion below making it responsible for elbow flexion  
• identify types of joints and their associated movements i.e. hinge, pivot, gliding, ball and socket, saddle and condylar  
• describe the relationship between joint movement and antagonist pairs i.e. agonists (muscles), antagonists (muscles)  

**Lesson one**  
• explain the origin and insertion points of muscles and how these points contribute to muscle action. Use specific examples  

**Lesson two**  
• introduce joints as the site where bones meet  
• define synovial joints as freely moving joints characterised by a joint capsule and cavity  
• explain that synovial joints are classified according to the type of movement they allow  
• identify the different types of joints (hinge, pivot etc) and provide examples of where each joint can be found in the body  

**Lesson three**  
• dissect a sheep shank noting the following; origin and insertion points of muscles, ligaments (join bone to bone), cartilage (offering protection and cushioning), OR label a 3D/2D model/diagram of a synovial joint (e.g. knee)  

**Lesson four**  
• describe agonists (prime moves) and antagonists (opposes the action of agonist), using examples. Identify predominant agonists/antagonists in selected basketball movements (e.g. jump stop, free throw, chest pass)  
• complete from e-Teaching CD—Body systems topic 1:  
  • Types of joints  
  • Types of synovial joints  
  • Structure of synovial joints  
  • Worksheet: Structure of synovial joints  
• model and emphasise observation points (preparation, execution and completion) for selected skills. Refer to observation points for each skill in Curriculum Council support materials for basketball. Skills are performed on Curriculum Council basketball DVD  
• structure simple paired/small group drills – initially no pressure/defence (i.e. passing and shooting drills)  
• structure simple drills to develop body control skills such as stopping quickly (jump stop) and pivoting  

• Smyth et al. (2006). Live It UP 1 pp. 175–177  
• e-Teaching CD 1: Physiology of Physical Activity  
• Curriculum Council (2008). DVD–Basketball  
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| 4-5   | identify types of movement used in selected sports i.e. flexion, extension, rotation, circumduction, pronation, supination, dorsiflexion, plantar flexion, adduction, abduction | Lessons one and two  
- identify different movements of synovial joints  
- complete from e-Teaching CD—Body systems topic 1:  
  - Worksheet: Joint actions  
  - Worksheet: Joints and actions  
  - Lab report: Joint actions in tennis  
- explain the relationship between the muscle fibre types and physical activity i.e. slow twitch, fast twitch | Davis et al. (2005). Physical Education and the study of sport pp 43–44  
e-Teaching CD 1: Physiology of Physical Activity | Task 7: Topic test (1C–2.5%; 1D–2.5%) |
|       | 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  
- simple solutions such as creating 2 on 1 situation  
- formations  
- use of width and depth in attack | Lesson one  
- revise the difference between the terms strategy and tactic  
- discuss fundamental tactics associated with basketball, such as creating space. Use the whiteboard or other visual models to show game plans where players create space | Gaugers, R. (2007). A Resource for Units 1A–1D, pp. 14–30 | Task 1: Basic skill performance (1C–5%). Finalised Week 8 |
| 6     | identify types of movement used in selected sports i.e. flexion, extension, rotation, circumduction, pronation, supination, dorsiflexion, plantar flexion, adduction, abduction | Lesson two  
- identify tactical problems within basketball and discuss solutions to these e.g. playing against a team using tactics such as zone defence and/or double teaming | | |
|       | 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  
- simple solutions such as creating 2 on 1 situation  
- formations  
- use of width and depth in attack | | | |

Note: The above two content areas are ongoing and will be addressed through the practical skill development teaching and learning activities.
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<td>Practical skill development and application of theory</td>
<td>Task 1: due for completion</td>
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| 7–8   | Developing physical skills, strategies and tactics; exercise physiology | • identify the relationship between food intake and energy expenditure within the demands of physical activity  
• examine the contribution of energy systems during a specific activity  
  ▪ anaerobic (ATP-CP, lactic acid) and aerobic energy systems  
• categorise activities by their energy demands  

**Lesson one**  
• introduce the concept that ATP (adenosine triphosphate) provides energy in all cells. It is stored in limited supplies in both the muscles and liver. ATP resynthesizes when mechanical activity is needed via three pathways – ATP-CP system, lactic acid system and aerobic energy system  
• describe that carbohydrates are the primary source of ATP for muscular activity (carbohydrates are broken down into glycogen and stored as this in the muscles and liver) followed by fats and protein  
• explain that energy systems are used to convert food to energy within muscles  
• introduce and explain the requirements of **Task 6**  

**Lesson two**  
• describe the workings of each pathway – aerobic and anaerobic  

**Lessons three and four**  
• complete from e-Teaching CD—Energy systems topic 3:  
  ▪ Adenosine triphosphate  
  ▪ The ATP-CP energy system  
  ▪ The anaerobic glycolysis energy system  
  ▪ The aerobic energy system  
  ▪ Summary of the energy systems  
  ▪ Case study analysis: Fuelling for ultra endurance activities  
• View ‘Factors affecting performance series – energy systems’  

• complete standing jump (for height), flat out sprint 15 metres, shuttle/agility run (30 seconds), and 1500m run. Identify which of the energy systems is dominant in each activity and at which phase  
• continue skill development in basketball, analysis of tactical framework and development of strategies to address selected tactical problems  
• finalise basic skill performance (Task 1)  

• Davis et al. (2005). Physical Education and the study of sport pp 95–97  
• Smyth et al. (2006). Live It UP 1 pp. 212–222  
• e-Teaching CD 1: Physiology of Physical Activity  
• Task 6: Exercise physiology (1C–7.5%; 1D–7.5%). Finalised Week 10 |
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<td>9–10</td>
<td>Developing physical skills, strategies and tactics: exercise physiology • research and identify simple tests to measure the capacities of the aerobic and anaerobic energy systems • explain the principles of training i.e. specificity in relation to the nature of activity, positions and roles, intensity, duration, frequency, progressive overload</td>
<td>Lessons one and two • brainstorm fitness tests and identify components of fitness and energy systems each one relates to • identify maximal anaerobic tests such as a 30 metre sprint and 30 second cycle ergometer test • identify aerobic tests such as the 12 minute Cooper test • complete selected fitness test items and record the results • design a series of fitness tests for a basketball player. Justify choice of test items</td>
<td>• Davis et al. (2005). Physical Education and the study of sport pp 129 • Gaugers, R. (2007). A Resource for Units 1A–1D, pp. 313–338; 339–345 • e-Teaching CD 2: Improving performance and participation in physical activity • McPartland et al (2010), Physical Education Studies for 2A, 2B pp 259–269</td>
<td>Task 6: due for completion (Week 10)</td>
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<td>11–12</td>
<td>Developing physical skills, strategies and tactics: motor learning and coaching • understand the role and responsibilities of a coach such as organising, building rapport, providing instruction and explanation, demonstrating, observing, analysing, providing feedback, and providing safe learning environments • define leadership and the qualities of a good leader e.g. trustworthy, enthusiastic, confident, listen to others, honest, responsible, reliable, patient, decisive, determined, loyal</td>
<td>Lessons one and two • view stimulus material (of a good coach in action) and identify what they do • outline the multi-faceted role of a coach • complete from e-Teaching CD—Coaching: • Roles and responsibilities of the coach Lessons three and four • define the goal of leadership (get the best out of people) and explain the qualities of a good leader (or students research) • complete from e-Teaching CD—Coaching: • Skills and characteristics of a respected coach</td>
<td>• Gaugers, R. (2009). A Resource for Units 1A–1D pp. 130–132 • Gaugers, R. (2009). A Resource for Units 1A–1D, 2010 supplement pp. S10–S16 • Littlewood et al (2006). VCE Units 1 and 2 p. 215–228 • Whipp et al (2010), Physical Education Studies pp 279–284</td>
<td>• e-Teaching CD 2: Improving performance and participation in physical activity</td>
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| 13–14 | Developing physical skills, strategies and tactics; motor learning and coaching | • identify different styles of leadership and their relationship to coaching i.e. autocratic, democratic, laissez faire  
• understand how different coaching strategies are used to consolidate and extend skill development i.e.  
  - whole/part  
  - chaining/shaping  
  - specific/variable  
  - accuracy/speed  
  - mental/physical  
Lesson one  
  • identify and describe the different styles of leadership  
  • describe situations when each style is most/least effective  
  • complete from e-Teaching CD—Coaching:  
  • Styles of coaches  
  • view ‘Coaching styles – characteristics of a good coach’ OR ‘Good coach, bad coach’  
Lesson two  
  • introduce strategies for teaching skills (employed by coaches)  
  • explain shaping and chaining as a means of teaching a skill which cannot be learned as a whole  
  • for a chosen basketball skill (e.g. lay-up), map the steps involved in shaping and chaining  
  • explain the remaining strategies for teaching and practicing skills. Determine which skills are most appropriate to teach/practice using each strategy  
Lessons three and four  
  • introduce and explain the requirements of Task 5. Allow time for planning | • introduce and explain the requirements of advanced skill and game performance (Task 2)  
• Whipp et al (2010), Physical Education Studies pp 284–288  
Advanced skill and game performance (1C–5%; 1D–10%). Finalised Week 15 |
| 15–16 | Developing physical skills, strategies and tactics; motor learning and coaching | • identify types of feedback i.e.  
  - intrinsic (inherent)  
  - extrinsic (augmented)—terminal, concurrent, verbal, non-verbal  
  • identify the relationship between feedback and skill development i.e.  
  - two forms of feedback—knowledge of result, knowledge of performance  
  - briefing/frontloading  
  - debriefing skills  
Lesson one  
  • define feedback as an essential component of skill learning  
  • explain how feedback can come from internal and external sources  
  • identify the characteristics of each feedback type. Use examples as appropriate  
Lesson two  
  • explain that feedback can take two forms – knowledge of results and knowledge of performance  
  • in groups of 3, rotate the roles of performer, feedback provider and observer. Performer completes a series of skills, feedback is provided and the observer notes what is said. Performer also notes how each movement feels (internal feedback). Debrief with reflection questions provided by teacher  
  • define briefing/frontloading and debriefing. Have students prepare a series of debriefing questions following the activity (above)  
Lessons three and four  
  • conduct coaching sessions (Task 5) | • finalise advanced skill and game performance (Task 2)  
• introduce tennis as sport context  
• Whipp et al (2010), Physical Education Studies p 288  
• McPartland et al (2010), Physical Education Studies pp. 83–92 | Task 2: due for completion (Week 15) |
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<td>Lesson one</td>
<td>• revision for progress test</td>
<td>• if required, finalise coaching sessions (Task 5)</td>
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<td>Lesson two</td>
<td>• progress test (Task 8)</td>
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<td>17</td>
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<td>Lessons one and two</td>
<td>• define the term force as the ‘push’ or ‘pull’ placed on an object to get it to move, speed up, slow down, stop or change direction. Explain that force is essentially used to change a body’s velocity. Use a photo of an athlete and discuss the forces acting on them. Forces could include contraction of muscles (internal force), friction (from the ground), gravity i.e. weight of the athlete, wind resistance and an opponent (which they may run into). All of these things change the velocity of the athlete.</td>
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<td>continue skill development in tennis</td>
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<td>video selected skills for analysis in classroom lessons (Weeks 20–21)</td>
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<td>18</td>
<td>Developing physical skills, strategies and tactics; biomechanics</td>
<td>• simple understanding of how force is produced and how force is absorbed by equipment used, and by the body</td>
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<td>19–20</td>
<td>Developing physical skills, strategies and tactics; biomechanics</td>
<td>• understand steps to analyse a specific skill to improve performance during a preparation, action and follow through phases i.e. identify what to look at observation diagnosis—what is different to your preconceived ideas? intervention—how to change it re-observation—was there improvement? identify technical errors in performance in a selected sport using checklists or video within the preparation, action and follow through phase</td>
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<td>Lesson one</td>
<td>• introduce the notion of qualitative analysis (observation and analysis of skill technique) working in pairs, choose a tennis skill. Break the skill down into phases (preparation, execution, follow-through) and list the key features of each phase (show in a table)</td>
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<td>Lessons two, three and four</td>
<td>• one partner performs the skill (above) – the other watches and/or videos the skill students work in pairs to analyse the performance based on the table of observation points they have created</td>
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<td>design basic skill activities to gauge skills and techniques (e.g. round robin games) model and emphasise points (preparation, execution and completion) for basic skills. Refer to observation points for each skill in Curriculum Council support materials for tennis. Skills are performed on Curriculum Council tennis DVD structure simple static and paired drills to develop basic skills</td>
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<td></td>
<td></td>
<td>Suggested teaching and learning activities</td>
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<td></td>
<td></td>
<td>Classroom and lab activities</td>
<td>Practical skill development and application of theory</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Developing physical skills, strategies and biomechanics</td>
<td>• use simple result based quantitative measures e.g. measure distance of kick or throw</td>
<td>Lesson one&lt;br&gt;• introduce statistics as an alternative means of providing knowledge of results (feedback)&lt;br&gt;• use statistics from a sport as a stimulus (e.g. AFL player statistics, tennis match statistics). Discuss how the information can be used to improve individual and team performance</td>
<td>• ATP World Tour (provides live match statistics). Available at: <a href="http://www.sonyericssonopen.com/Scores/Live-Scores.aspx">http://www.sonyericssonopen.com/Scores/Live-Scores.aspx</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lesson two&lt;br&gt;• invite a coach of a local team to come in and speak about the role of statistics and how they are used from a coaching perspective</td>
<td>• Guest speaker (coach)</td>
</tr>
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</tr>
<tr>
<td>22</td>
<td>Developing physical skills, strategies and exercise physiology</td>
<td>• explain training methods appropriate to selected activities&lt;br&gt;• identify the purpose and features of fitness profiles and relate to a chosen activity</td>
<td>Lesson one&lt;br&gt;• introduce training methods as a means of training to achieve desired improvements in fitness. Explain a range of training methods (e.g. weight/resistance, flexibility, interval, continuous, circuit)&lt;br&gt;• design a training session based on a chosen training method – link to chosen sport context (tennis)</td>
<td>• Gaughters, R. (2009). A Resource for Units 1A–1D. 2010 supplement pp. S63–S80</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lesson two&lt;br&gt;• explain what is meant by a fitness profile (summary of fitness capabilities – typically determined following a fitness test)&lt;br&gt;• complete selected activities from e-Teaching CD—Developing training programs topic 5&lt;br&gt;• investigate the online coaching course through the Australian Sports Commission</td>
<td>• Smyth et al. (2006). Live It UP 2 pp. 214–244; 207</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• e-Teaching CD 2: Improving performance and participation in physical activity</td>
</tr>
<tr>
<td>Weeks</td>
<td>Content</td>
<td>Suggested teaching and learning activities</td>
<td>Suggested resources (see Appendix 1 for full list of suggested texts)</td>
<td>Assessment</td>
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<td>Suggested teaching and learning activities</td>
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<td></td>
<td></td>
<td>Classroom and lab activities</td>
<td>Practical skill development and application of theory</td>
<td></td>
</tr>
</tbody>
</table>
| 23    | Developing physical skills, strategies and tactics; | • understand how to set simple goals i.e.  
  • short-term  
  • long-term e.g. SMART (specific, measurable, achievable, realistic, timely)  
  • performance versus outcome goals  
  • use goal setting in coaching programs  
  • understand the links between goal setting and motivation when coaching others | | |
|       | Sports psychology | Lesson one  
  • using examples, determine the difference between short and long-term goals  
  • introduce the notion of SMART goals. Provide a sample goal and test its’ SMART ness or get students to develop some SMART goals relevant to their fitness  
  • define performance (characterised by achievement of a particular standard) and outcome goals (characterised by achievement where the performance of others influences outcome)  
  | | Task 3: due for completion |
|       |       | Lesson two  
  • brainstorm the factors that would motivate a high achieving athlete  
  • discuss how motivation can influence participation and performance  
  • explain the importance of goal setting in coaching and as a motivational technique  
  • describe ways coaches can motivate athletes  
  • invite a guest speaker (local coach) to discuss practical ideas and strategies/what works well with regard to goal setting and improving motivation | | |
| 24–25 | Developing Physical skills, strategies and tactics; | • understand how to prevent sports injuries using protective equipment, effective warm-up and cool down and ensuring a safe environment  
  • understand the immediate care used for sporting injuries including use of TOTAPS (talk, observe, touch, active movement, passive movement, skill test); RICER (rest, ice, compress, elevate, referral) and HARM (heat, alcohol, running, massage) strategies  
  | | |
|       | Sports medicine | Lesson one  
  • explain the importance of using protective equipment, warm-up and cool down, and ensuring a safe environment as a means of preventing injury  
  • complete from e-Teaching CD—Strategies to improve performance topic 5:  
  • Identification and prevention of risks  
  • Managing injuries  
  | | |
|       |       | Lessons two, three and four  
  • students research TOTAPS, RICER and HARM as strategies to care for a range of sporting injuries  
  • investigate running a sports medicine awareness course (SMAC)  
  | • e-Teaching CD 2: Improving performance and participation in physical activity  
<table>
<thead>
<tr>
<th>Weeks</th>
<th>Content</th>
<th>Suggested teaching and learning activities</th>
<th>Suggested resources (see Appendix 1 for full list of suggested texts)</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Suggested teaching and learning activities</strong></td>
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<td></td>
<td></td>
<td><strong>Classroom and lab activities</strong></td>
<td><strong>Practical skill development and application of theory</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 26    | Developing physical skills, strategies and tactics; exercise physiology | • understand the extended care and rehabilitation of the injured athlete i.e.  
  - support for injury—strapping, braces  
  - goals for rehabilitation—restore range of motion, regain muscular strength, endurance and power, regain postural stability and balance, maintain cardiorespiratory fitness  
  - physical therapy rehabilitation strategies e.g. ultrasound, heat/cold, massage, exercise | • introduce and explain the requirements of advanced skill and game performance (Task 4) |                      |
|       | Lesson one | • explain the importance of the need to provide extended care for injuries once short-term care has been implemented  
  • research the procedure for dealing with an ankle sprain (APA website), and demonstrate strapping techniques | • Gaugers, R. (2009). A Resource for Units 1A–1D.  
  2010 supplement pp. S58–62 |                      |
|       | Lesson two | • explain the goals for rehabilitation  
  • investigate different treatment strategies for common sporting injuries e.g. sprained ligaments, strained muscles, corks, blisters, grazes/bruising  
  • Guest speaker (Physiotherapist) | Task 4: Advanced skill and game performance (1C–5%; 1D–10%). Finalised Week 28  
  Task 4: due for completion (Week 28)  
  Task 9: End of year exam (1C–7.5%; 1D–7.5%) |
### Assessment outline—Unit 1C and Unit 1D

<table>
<thead>
<tr>
<th>Assessment type</th>
<th>Assessment type weightings</th>
<th>Task</th>
<th>Content</th>
<th>Due date</th>
<th>%</th>
<th>Outcome 1</th>
<th>Outcome 2</th>
<th>Outcome 3</th>
<th>Outcome 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practical performance</strong></td>
<td><strong>40%</strong> (CC weighting 30–50%)</td>
<td><strong>Task 1</strong></td>
<td>Basic skill performance (basketball)</td>
<td>Developing physical skills, strategies and tactics</td>
<td>wk 8</td>
<td>5%</td>
<td>✔</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Task 2</strong></td>
<td>Advanced skill and game performance (basketball)</td>
<td>Developing physical skills, strategies and tactics</td>
<td>wk 15</td>
<td>15%</td>
<td>✔</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Task 3</strong></td>
<td>Basic skill performance (tennis)</td>
<td>Developing physical skills, strategies and tactics</td>
<td>wk 23</td>
<td>5%</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Task 4</strong></td>
<td>Advanced skill and game performance (tennis)</td>
<td>Developing physical skills, strategies and tactics</td>
<td>wk 28</td>
<td>15%</td>
<td>✔</td>
<td>✔</td>
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<tr>
<td><strong>Investigation</strong></td>
<td><strong>30%</strong> (CC weighting 25–35%)</td>
<td><strong>Task 5</strong></td>
<td>Coaching</td>
<td>Motor learning and coaching</td>
<td>wk 17</td>
<td>15%</td>
<td></td>
<td>✔</td>
<td>✔</td>
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<tr>
<td></td>
<td></td>
<td><strong>Task 6</strong></td>
<td>Exercise physiology</td>
<td>Exercise physiology</td>
<td>wk 10</td>
<td>15%</td>
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<tr>
<td><strong>Response</strong></td>
<td><strong>30%</strong> (CC weighting 25–35%)</td>
<td><strong>Task 7</strong></td>
<td>Topic test TASK NOT INCLUDED</td>
<td>Functional anatomy</td>
<td>wk 5</td>
<td>5%</td>
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<td>✔</td>
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<tr>
<td></td>
<td></td>
<td><strong>Task 8</strong></td>
<td>Progress test/mid year exam TASK NOT INCLUDED</td>
<td>Developing physical skills, strategies and tactics, functional anatomy; exercise physiology</td>
<td>wk 17</td>
<td>10%</td>
<td></td>
<td>✔</td>
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<tr>
<td></td>
<td></td>
<td><strong>Task 9</strong></td>
<td>End of year exam TASK NOT INCLUDED</td>
<td>Biomechanics; motor learning and coaching; functional anatomy; sports psychology; exercise physiology</td>
<td>wk 28</td>
<td>15%</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>
Assessment task: Unit 1C

TYPE: Practical performance

OUTCOMES: Outcome 1: Skills for physical activity

CONTENT: Developing physical skills, strategies and tactics

UNIT CONTEXT: Basketball

Task 1: Basic skill performance—basketball (36 marks) (1C–5%)
Perform a series of basic basketball skills.

Time of assessment
Ongoing assessment—Weeks 6–8

What you need to do
Perform the following skills from the Curriculum Council basketball support materials (support materials for practical examinations).

(a) control dribble
(b) speed dribble
(c) pass (uncontested) chest or push
(d) lay-up (right side)
(e) lay-up (left side)
(f) defensive slide

All skills are assessed on a scale of 0–6, taking into consideration the observation points of each skill as outlined in the practical examination specifications.

Resources
Curriculum Council Physical Education Studies Basketball DVD (available from the Curriculum Council)
Assessment task: Units 1C and 1D

**TYPE:** Practical performance

**OUTCOMES:**
- Outcome 1: Skills for physical activity
- Outcome 2: Self-management and interpersonal skills for physical activity

**CONTENT:** Developing physical skills, strategies and tactics

**UNIT CONTEXT:** Basketball

---

**Task 2: Advanced skill performance—basketball (48 marks) (1C–5%) + (1D–10%)**

Perform a series of advanced basketball skills, drills and game performance activities.

---

**Time of assessment**

Ongoing assessment—Weeks 13–15

---

**What you need to do**

1. Perform the following skills from the Curriculum Council basketball support materials (for practical examinations), in a game/modified game:
   - (a) catch and shoot jump shot
   - (b) free throw shot
   - (c) screen – middle on ball

2. Perform the following scoring and preventing scoring skills in a game/modified game.

   **Scoring**
   - (a) maintain possession of the ball i.e. strong leads, cutting, triple threats, passing, faking, offensive rebounds
   - (b) attack the basket i.e. leading, cutting, set shots, catch and shoot jump shot, crossovers
   - (c) create and use space in offence i.e fast break, setting screens, penetrating with dribble, assists/handoffs

   **Preventing scoring**
   - (d) defend space i.e. defensive stance/position, help and recover, channel and turn dribbler, use correct footwork
   - (e) defend the basket i.e. help out, defend the low post, block out and rebound

All skills are assessed on a scale of 0–6, taking into consideration the observation points of each skill as outlined in the practical examination specifications.

**Resources**

Curriculum Council Physical Education Studies Basketball DVD (available from the Curriculum Council)

## Assessment Tasks 1 and 2
### Teacher recording sheet—Basketball

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>TASK 1</th>
<th>TASK 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BASIC SKILL PERFORMANCE (BASKETBALL)</td>
<td>ADVANCED SKILL AND GAME PERFORMANCE (BASKETBALL)</td>
</tr>
<tr>
<td>Control dribble</td>
<td>Speed dribble</td>
<td>Pass (uncontested)</td>
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</tbody>
</table>
Assessment task: Unit 1C

TYPE: Practical performance

OUTCOMES: Outcome 1: Skills for physical activity

CONTENT: Developing physical skills, strategies and tactics

UNIT CONTEXT: Tennis

Task 3: Basic skill performance—tennis (36 marks) (1C–5%)
Perform a series of basic tennis skills.

Time of assessment
Ongoing assessment—Weeks 21–23

What you need to do
Perform the following skills from the Curriculum Council tennis support materials (support materials for practical examinations).

(a) forehand groundstroke
(b) return of serve forehand
(c) backhand groundstroke
(d) return of serve backhand
(e) forehand net volley
(f) serve (flat)

All skills are assessed on a scale of 0–6, taking into consideration the observation points of each skill as outlined in the practical examination specifications.

Resources
Curriculum Council Physical Education Studies Tennis DVD (available from the Curriculum Council)
Assessment task: Units 1C and 1D

**TYPE:** Practical performance

**OUTCOMES:**
- Outcome 1: Skills for physical activity
- Outcome 2: Self-management and interpersonal skills for physical activity

**CONTENT:** Developing physical skills, strategies and tactics

**UNIT CONTEXT:** Tennis

---

**Task 4: Advanced skill performance—tennis (48 marks) (1C–5%) + (1D–10%)**

Perform a series of advanced tennis skills, drills and game performance activities.

---

**Time of assessment**

Ongoing assessment—Weeks 26–28

---

**What you need to do**

Perform the following skills from the Curriculum Council tennis support materials (for practical examinations), in a game/modified game.

(a) return of serve – double backhand
(b) backhand net volley
(c) forehand approach shot
(d) backhand approach shot
(e) forehand top spin lob
(f) backhand drop shot
(g) overhead
(h) slice serve

All skills are assessed on a scale of 0–6, taking into consideration the observation points of each skill as outlined in the practical examination specifications.

---

**Resources**

Curriculum Council Physical Education Studies Tennis DVD (available from the Curriculum Council)
### Assessment Tasks 3 and 4
Teacher recording sheet—Tennis

<table>
<thead>
<tr>
<th>TASK 3</th>
<th>TASK 4</th>
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</thead>
<tbody>
<tr>
<td><strong>BASIC SKILL PERFORMANCE (TENNIS)</strong></td>
<td><strong>ADVANCED SKILL AND GAME PERFORMANCE (TENNIS)</strong></td>
</tr>
<tr>
<td>Forehand groundstroke</td>
<td>Return of serve forehand</td>
</tr>
<tr>
<td>Forehand groundstroke</td>
<td>Return of serve backhand</td>
</tr>
<tr>
<td>STUDENT</td>
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</tbody>
</table>

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20
Assessment task: Units 1C and 1D

**TYPE:** Investigation

**OUTCOMES:**
- **Outcome 3:** Knowledge and understanding of movement and conditioning concepts for physical activity
- **Outcome 4:** Knowledge and understanding of sport psychology concepts for physical activity

**CONTENT:** Motor learning and coaching

**Task 5: Coaching (41 marks) (1C–7.5%) + (1D–7.5%)**
Plan and implement two coaching sessions with junior students, and reflect on your performance.

**Time of assessment**
Two weeks

**What you need to do**
In pairs, plan two coaching sessions suitable for a group of junior students (consult with your teacher to determine which student group you will work with). The aim of both coaching sessions is to teach/introduce, consolidate and extend the development of a skill. Follow the steps below.

**Plan (24 marks)**
1. Decide on a skill you are going to teach.

2. Determine a goal for each session. What are you planning to achieve? (2 marks)

3. Outline the necessary safety considerations to ensure a safe learning environment for participants. (4 marks)

4. Think about the type of leadership you will use. You will be asked to reflect on leadership styles and qualities of a good leader in the reflection section of the task.

5. Choose two coaching strategies to enhance skill development (e.g. whole/part; chaining/shaping/specific/variable; accuracy/speed; mental/physical).

6. Brainstorm some suitable ideas for teaching/coaching the skill using both strategies. Explain two activities per session that will introduce, refine, consolidate and extend skill development for each coaching strategy (four activities required in total). (12 marks)

7. **Use the template provided** to draft and write up a plan for the session. Describe:
   - (a) two relevant warm-up and stretching activities per session (4 marks)
   - (b) one cool down activity per session (2 marks)

8. Consider equipment you will need and allocate time for each activity. At the end of the session, plan a concluding activity and describe this on the template.

9. Discuss and allocate roles within your group and rehearse your session (with a small group of peers).

10. Make adjustments to the session based on your rehearsal.

An important component of the session will be the provision of feedback to learners. In the planning stage, think about how you will provide specific, extrinsic feedback. You will be asked about the feedback you provide in the reflection section of the task.
Implement
11. Conduct both coaching sessions.

Reflect (17 marks)
12. Reflect on both coaching sessions and answer the following questions about leadership and feedback.

Leadership
(a) Name the leadership style you predominantly used in both sessions. (1 mark)

(b) Describe two advantages of using this style when working with junior students. (4 marks)

(c) Describe two disadvantages of using this style when working with junior students. (4 marks)

(d) Did you show the qualities of a good leader in your session? Profile two qualities you displayed and justify their importance. (4 marks)

Feedback
(e) Describe two occasions during the session where you provided feedback to participants (either individual or group). For each occasion, justify the reasons for providing the feedback. (4 marks)

<table>
<thead>
<tr>
<th>What needs to be submitted for assessment</th>
<th>Due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Plan for coaching session 1 (one plan per pair)</td>
<td></td>
</tr>
<tr>
<td>☐ Plan for coaching session 2 (one plan per pair)</td>
<td></td>
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<tr>
<td>☐ Reflective questions (one per student)</td>
<td></td>
</tr>
</tbody>
</table>
## Assessment task: Units 1C and 1D
Template 1 for Task 5: Coaching session #1

### Session number: 1

#### Names of coaches:

#### Sport and skill to be taught:

#### Experience level of athletes:

#### Goal for the session (1 mark):

#### Equipment:

#### Safety considerations (2 marks):

<table>
<thead>
<tr>
<th>Activities</th>
<th>Equipment and time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up and stretching activities (2 marks)</td>
<td></td>
</tr>
<tr>
<td>Name of activity 1...</td>
<td></td>
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<tr>
<td>Description of activity...</td>
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<tr>
<td>Name of activity 2...</td>
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<tr>
<td>Description of activity...</td>
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</table>

<table>
<thead>
<tr>
<th>Skill development, fitness and game activities (6 marks)</th>
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</thead>
<tbody>
<tr>
<td>Activity 1 (coaching strategy to introduce the skill) (3 marks)</td>
<td></td>
</tr>
<tr>
<td>Description of activity...</td>
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<tr>
<td>Activity 2 (coaching strategy to develop/consolidate/extend the skill) (3 marks)</td>
<td></td>
</tr>
<tr>
<td>Description of activity...</td>
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</tbody>
</table>

| Cool down and concluding activity (1 mark)          | |
| Name of activity ...                                | |
| Description of activity...                          | |
Assessment task: Units 1C and 1D
Template 2 for Task 5: Coaching session #2

| Session number: 2 |  |
| Names of coaches: |  |
| Sport and skill to be taught: |  |
| Experience level of athletes: |  |
| Goal for the session (1 mark): |  |
| Equipment: |  |
| Safety considerations (2 marks): |  |

<table>
<thead>
<tr>
<th>Activities</th>
<th>Equipment and time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up and stretching activities (2 marks)</td>
<td></td>
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<tr>
<td>Name of activity 1…</td>
<td></td>
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<tr>
<td>Description of activity…</td>
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<tr>
<td>Name of activity 2…</td>
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<tr>
<td>Description of activity…</td>
<td></td>
</tr>
<tr>
<td>Skill development, fitness and game activities (6 marks)</td>
<td></td>
</tr>
<tr>
<td>Activity 1 (coaching strategy to <em>introduce</em> the skill) (3 marks)</td>
<td></td>
</tr>
<tr>
<td>Description of activity…</td>
<td></td>
</tr>
<tr>
<td>Activity 2 (coaching strategy to <em>develop/consolidate/extend</em> the skill) (3 marks)</td>
<td></td>
</tr>
<tr>
<td>Description of activity…</td>
<td></td>
</tr>
<tr>
<td>Cool down and concluding activity (1 mark)</td>
<td></td>
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<tr>
<td>Name of activity …</td>
<td></td>
</tr>
<tr>
<td>Description of activity…</td>
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</tr>
</tbody>
</table>
Assessment task: Units 1C and 1D  
TYPE: Investigation  
Marking key: Task 5: Coaching session

<table>
<thead>
<tr>
<th>Description of marking criteria</th>
<th>Marks for session 1 (circle score)</th>
<th>Marks for session 2 (circle score)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>goal for session (2 marks)</strong></td>
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<tr>
<td>• provides clear, achievable and realistic goal for the session</td>
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<td>1</td>
</tr>
<tr>
<td><strong>safety considerations (4 marks)</strong></td>
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<tr>
<td>• outlines two relevant and appropriate safety considerations</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>• outlines one relevant and appropriate safety consideration</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>warm-up and stretching activities (4 marks)</strong></td>
<td>Warm-up 1</td>
<td>Warm-up 2</td>
</tr>
<tr>
<td>• describes an appropriate warm-up activity, relevant to athletes experience and ability level; activity is relevant to chosen skill, raises heart and respiration rate, and prepare participants for further activity (physically and mentally)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>coaching strategies (12 marks; 3 marks per activity)</strong></td>
<td>Activity 1</td>
<td>Activity 2</td>
</tr>
<tr>
<td>• activity is relevant, described in detail and enables athlete to develop/consolidate/extend skill</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>• activity is mostly relevant, described with some detail and provides some opportunity for athlete to develop/consolidate/extend skill</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>• activity has limited relevance, is not described clearly and does not provide sufficient opportunity for athlete to develop/consolidate/extend skill</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>cool down and concluding activities (2 marks)</strong></td>
<td></td>
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</tr>
<tr>
<td>• accurately describes an appropriate cool down activity which lowers heart and respiration rate</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Marks for coaching sessions 1 and 2 /24

Teacher comment

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Assessment task: Units 1C and 1D
TYPE: Investigation
Marking key: Task 5: Coaching reflection

<table>
<thead>
<tr>
<th>Description of marking criteria for personal reflection</th>
<th>Marks (circle score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) leadership style predominantly used (1 mark)</td>
<td></td>
</tr>
<tr>
<td>• identifies appropriate leadership style</td>
<td>1</td>
</tr>
<tr>
<td>(b) describe two advantages of using leadership style (4 marks)</td>
<td>2</td>
</tr>
<tr>
<td>• accurate and detailed description of relevant advantage</td>
<td></td>
</tr>
<tr>
<td>• accurate yet general description; or detailed description of partially relevant advantage</td>
<td>1</td>
</tr>
<tr>
<td>(c) describe two disadvantages of using leadership style (4 marks)</td>
<td>2</td>
</tr>
<tr>
<td>• accurate and detailed description of relevant disadvantages</td>
<td>2</td>
</tr>
<tr>
<td>• accurate yet general description; or detailed description of partially relevant disadvantage</td>
<td>1</td>
</tr>
<tr>
<td>(d) profile two qualities of good leader (4 marks)</td>
<td>2</td>
</tr>
<tr>
<td>• accurate and detailed profile of relevant quality</td>
<td></td>
</tr>
<tr>
<td>• accurate yet general profile; or detailed description of partially relevant quality</td>
<td>1</td>
</tr>
<tr>
<td>(e) feedback (4 marks)</td>
<td></td>
</tr>
<tr>
<td>Description of feedback during session (2 marks)</td>
<td>1</td>
</tr>
<tr>
<td>• accurate description of occasion when feedback was provided</td>
<td></td>
</tr>
<tr>
<td>Justification of feedback (2 marks)</td>
<td>2</td>
</tr>
<tr>
<td>• accurate, detailed and relevant justification</td>
<td></td>
</tr>
<tr>
<td>• accurate, general and partially relevant justification</td>
<td></td>
</tr>
<tr>
<td>Total marks</td>
<td>/17</td>
</tr>
</tbody>
</table>

Teacher comment

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26
Assessment task: Unit 1C and 1D

TYPE: Investigation

OUTCOMES: Outcome 3:
Knowledge and understanding of movement and conditioning concepts for physical activity

CONTENT: Exercise physiology

Task 6: Exercise physiology (30 marks) (1C–7.5%) + (1D–7.5%)
Describe tests suitable for measuring aerobic and anaerobic capacity; training principles relevant to improving aerobic capacity and nutritional requirements to meet the demands of training.

Time of assessment
Two weeks

What you need to do
Read the scenario parts and answer the questions that follow.

Part 1
You are the coach of a local club hockey team who play in first division. It is the start of pre-season training and you want to know the aerobic and anaerobic capabilities of each player.

Describe two tests for your players suitable to measure aerobic capacity, and two tests suitable to measure anaerobic capacity.

(a) Explain the purpose of each fitness test and identify the fitness component it measures. (4 marks)

(b) Explain the procedure for conducting each test, including how it is measured. (8 marks)

Part 2
As an experienced coach, you know that hockey requires an equal contribution of aerobic and anaerobic energy systems. However, after evaluating the results of each player's fitness test, you notice that aerobic capacity is generally weaker than anaerobic capacity.

(c) Identify three principles of training to improve players’ aerobic capacity. (3 marks)

(d) Define each principle. (3 marks)

(e) Describe how each principle works to improve aerobic capacity. (6 marks)

Part 3
You notify your players that the first two weeks of training will be designed to increase their aerobic fitness. The players ask for some advice about what they should eat to best prepare for training during this time.

(f) Provide three points of dietary advice you would pass onto the players. For each point, explain why it is important. (6 marks)
## Assessment task Units 1C and 1D

**TYPE:** Investigation  
**Marking key:** Task 6: Exercise physiology

### Description of marking criteria for personal reflection

<table>
<thead>
<tr>
<th></th>
<th><strong>Marks</strong> (circle score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) purpose of each test and component of fitness (1 mark per test)</td>
<td></td>
</tr>
<tr>
<td>• provides accurate and relevant purpose and correctly names component of fitness</td>
<td>1 1 1 1</td>
</tr>
<tr>
<td>(b) procedure for each test (2 marks per test)</td>
<td></td>
</tr>
<tr>
<td>• provides accurate and logical sequence of all steps necessary to conduct the test; accurately explains scoring mechanism for test</td>
<td>2 2 2 2</td>
</tr>
<tr>
<td>• provides accurate yet general explanation of test procedure; explains scoring mechanism with some accuracy</td>
<td>1 1 1 1</td>
</tr>
<tr>
<td>(c) identify three (3) principles of training you would use to improve players’ aerobic capacity (1 mark per training principle)</td>
<td>1 1 1</td>
</tr>
<tr>
<td>• correctly identifies principle of training</td>
<td></td>
</tr>
<tr>
<td>(d) definition of each training principle</td>
<td></td>
</tr>
<tr>
<td>• provides accurate definition of training principle</td>
<td>1 1 1</td>
</tr>
<tr>
<td>(e) description of how each principle improves aerobic capacity</td>
<td></td>
</tr>
<tr>
<td>• provides accurate description of physiological adaptations occurring as a result of training</td>
<td>2 2 2</td>
</tr>
<tr>
<td>• provides mostly accurate yet general description</td>
<td>1 1 1</td>
</tr>
<tr>
<td>(f) dietary advice (3 points required, max of 2 marks per point)</td>
<td></td>
</tr>
<tr>
<td>• provides accurate and relevant advice; includes accurate explanation of why advice is important</td>
<td>2 2 2</td>
</tr>
<tr>
<td>• provides advice which has some accuracy</td>
<td>1 1 1</td>
</tr>
</tbody>
</table>

### Total marks

/30

### Teacher comment

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___________________________________________________________________________________
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Appendix 1
Physical Education Studies: Units 1C and 1D

Suggested resources


