PHYSICAL EDUCATION
SENIOR SCHOOL AVIATION HIGH

The **Physical Education** (PE) Course of Study promotes the development of student knowledge, processes, skills and attitudes necessary to make informed decisions, take action and advocate in order to enhance:

- personal and community health, especially as it relates to food and nutrition, and to ***personal safety***
- ***movement skills***, physical performance and fitness
- ***personal development***, and in particular identity, interpersonal relationships and resilience.

At Aviation High students are encouraged to act, individually or collectively, in culturally appropriate ways to enhance their own physical, social and emotional health and to enhance physical performance that enables them to participate in a range of games, sports and other physical activities.

They are also encouraged to take action to promote structures and environments that support such health and physical performance. With an emphasis on the social justice principles of diversity, equity and supportive environments, teachers are encouraged to embrace an inclusive teaching approach that maximises opportunities for all students to be healthy, participate in physical activities and promote supportive environments.

COURSES OF STUDIES

The courses of studies in PE in Years 11 & 12 are derived from **Queensland Studies Syllabus**, to assist students to develop the following aims:

- a critical understanding of the biological, social, cultural and environmental factors that determine health (physical, social and emotional), and participation and performance in physical activities, and the resultant inequities
- knowledge, processes, skills and attitudes to take informed and well-reasoned actions that:
    - enhance personal, group and community health and safety, especially as it relates to food and nutrition and to personal safety
    - enhance physical performance and fitness in games, sports and other physical activities
    - develop personal and interpersonal skills and relationships, identity, sexuality, and resilience
    - advocate structures and environments to promote health (physical, social and emotional) and physical performance for self, groups and communities.

SENIOR PHYSICAL EDUCATION

COURSE ORGANISATION

Content Focus	UNIT 1 - 9 WEEKS Volleyball Team/Indirect Interceptive	UNIT 2 - 9 WEEKS Basketball Team/Direct Interceptive	UNIT 3 - 9 WEEKS Golf Individual/Performance	UNIT 4 - 9 weeks Badminton Team/Indirect Interceptive
Major	**A – Biomechanical bases of learning physical skills** Principles of Biomechanical Analysis. Formula for acceleration, velocity, action/reaction, impulse and momentum. Force summation and Conservation of Momentum.	**B – Energy Systems** Types of energy systems. Relationship between physical performance and energy systems. Appraising physiological suitability for positional play in basketball.	**C – Money, media, power and physical activity.** Sponsorship cycle, Sources of Funding. Government involvement in sport. Commodification of Sport.	**A – Skill Acquisition** Stages of learning – cognitive, fixation or associative autonomous. Classification of skills – discrete, continuous, fine motor, gross motor, open skills, closed skills.
Minor	**B – Energy for physical performance** Diet for energy production.	**C – Money, media, power and physical activity** Physical Activity, gender, politics and power.	**A – Biomechanical bases of learning physical skills** Force and Motion.	**B – Energy for physical performance** Meaning of fitness. Benefits of fitness. Components of fitness.
Incidental	**C – Body, Culture and physical activity.** Drugs in sport.	**A – Biomechanical bases of learning physical skills.** Biomechanical Analysis.	**B – Training, exercise and physical performance** Fitness requirements for various sports.	**C – Money, media, power and physical activity.** Sport and exercise industry.
Focus Area Assessment	**Video Analysis** *Formative* Minimum 600 words Students evaluate the efficiency of their shots through application of Biomechanical principles.	**Research Assignment** *Formative* Minimum 800 words Students identify specific energy systems used in Basketball and evaluate their performance against positional play requirements.	**Exam Essay** *Formative* Minimum 600 words Students evaluate the role of funding and sponsorship in professional sport.	**Research Report** *Formative.* Minimum 800 words Students select a skill, identifying its technical aspects and a practice method to develop it.
	- Execution of basic physical skills	- Basic physical skills (layup, jump	- Basic physical skills (drive, chip,	- Basic physical skills (forehand,

Physical Learning Experiences	(dig, set, spike, serve. - Application of rules. - Application of simple tactics and strategies (chosen setter, serving to weakest opponent) in both simple and increasingly complex environments. - Apply Biomechanical Principles to make minor changes to technique. - Evaluation of own performance and that of peers focusing on court position.	shot, various passes). - Apply rules - Application of simple tactics and strategies (passing and moving into space, correct shot selection) in both simple and increasingly complex environments. - Execute basic offensive and defensive skills in modified tasks. - Evaluate own performance.	putt and approach). - Application of rules and etiquette. - Application of simple tactics and strategies (Choice of correct club) in both simple and increasingly complex environments. - Evaluate own performance via internal and external feedback.	backhand, serve and serve reception). - Application of rules. - Application of simple tactics and strategies (varying placement, pace and height) in both simple and increasingly complex environments. - Evaluate own performance.

Content Focus	UNIT 5 - 8 WEEKS Volleyball Team/Indirect Interceptive	UNIT 6 - 8 WEEKS Basketball Team/Direct Interceptive	UNIT 7 - 8 WEEKS Golf Individual/Performance	Unit 8 - 8 WEEKS Badminton Team/Indirect Interceptive
Major	**B – Energy for physical performance.** Acute and Chronic cardiovascular and respiratory responses to exercise. Fatigue, recovery and overtraining. Skeletal muscle responses to exercise. Hydration influences on performance.	**C – Body, culture and physical activity.** Body image, physical activity and the media. History of women in sport and the media. Media Stakeholders. Language and images in media. Date analysis. Media stakeholders. Language and the media. Images and the media.	**A – Psychology of learning skills.** Goal setting/arousal and performance/mental rehearsal/feedback and motivation.	**B – Training, exercise and physical performance.** Fitness testing. Training Principles, planning and sessions. Training methods. The Training Program.
Minor	**C – Lifestyle, Leisure, recreation and physical activity.** Access to resources and facilities.	**A – Psychology of learning.** Arousal and performance. Mental rehearsal.	**B – Energy for physical activity.** Factors affecting O2 uptake.	**C – Lifestyle, leisure, recreation and physical activity.** Access to resources and facilities.
Incidental	**A – Skill Acquisition.** Reaction time.	**B – Energy for physical activity.** Energy systems. Identifying and recalling concepts relating to fuel sources.	**C – Lifestyle, leisure, recreation and physical activity.** Access to resources and facilities.	**A – Skill Acquisition** Reaction time

Focus Area Assessment	**Exam Essay** (open book with 1 page personal notes) Summative 800 words 1hr 30 mins Students evaluate the training responses as they relate to their personal performance in volleyball.	**Research Assignment** *Summative.* 1000 words Students investigate and evaluate unbalanced and inappropriate coverage to female sports in the print media.	**Essay - exam conditions** (open book) *Summative.* 800 words 1hr 30mins Students evaluate the application of principles of sports psychology to junior golfers.	**Research Report** *Summative.* 1000 words Students justify a personal training program and evaluate the effect on their own performance.
Physical Learning Experiences	- Revise all previously learned skills, strategies and rules. - Apply advanced skills (double block, variations to serve and types of spikes) and positional play. - Apply these to both complex and simple environments. - Play to specific and predetermined strategies - Evaluate of team dynamics and individual roles according to player strengths.	- Revise all previously learned skills, strategies and rules. - Apply advanced skills and positional play. - Adapt skills to maximize scoring opportunities in simple and complex environments. - Play in different positions. - Evaluate the effectiveness of strategies in a number of complex environments.	- Revise all previously learned skills, strategies and rules. - Apply skills and strategies to a Golf Course - Examine the psychological strategies to improve performance (arousal/imagery). - Evaluate own performance and make adaptations dependant upon the complex environment.	- Revise all previously learned skills, strategies and rules. - Execute advanced skills (drop shots, backhand serves). - Apply complex strategies (variations in shot depth, pace and direction) to simple and complex environments. - Evaluate own and peers performance to maximize scoring opportunities.

Weekly Class Allocation and Structure

The Senior Physical Education program is designed specifically to provide students with knowledge and skills – in preparation for Tertiary studies or the world of work associated with Health and Fitness.

Students undergo 3 x 70 minute lessons per week each semester over the two year course of study with students alternating between practical and theoretical lessons.

Numeracy within the HPE classroom

Numeracy within the HPE classroom involves students identifying and using mathematics skills and knowledge to access the learning context. In some instances there will be opportunities for teachers to support students to make links to their prior mathematics learning and in other contexts there will be numeracy demands which might require the explicit teaching of new mathematics knowledge needed.

The Health and Physical Education course promotes the development of numeracy through some of the following example;

• Interprets and compares a variety of measures including digital time, heart rates and lengths.

• Uses navigational skills in outdoor activities to describe and follow directions, pathways and movement sequences.

• Interprets and creates data displays related to health issues or patterns of behaviour, e.g. smoking statistics, drug and alcohol use

• Producing sophisticated displays and analysis of data e.g. scatter plots, mean, median, range, stem and leaf plots.

• Ability to interpret percentages and probability, for example when learning about health risks to smokers and drug takers.

Literacy

Literacy emphasises speaking and listening, reading and viewing, and writing and designing in many contexts with both written and multimodal texts. The health and physical education course promotes the development of literacy through some of the following example;

• Uses the protocols for speaking and listening in games, team contexts and presentations

• Uses paraphrasing to summarise what was heard and to monitor for understanding when listening to information and presentations

• Evaluates stated and implied information in subject-specific and media-driven texts on health and wellbeing

- Makes connections with prior knowledge and experience when interacting with spoken and written texts
- Sequences ideas and supporting details in text types such as reports, comparative evaluations and essays
- Uses conjunctions to illustrate/explain cause-and-effect relationships in written texts on health and fitness issues