



COURSE OUTLINE
PHYSICAL EDUCATION STUDIES – GENERAL 12: 2021
UNIT 3 AND UNIT 4



Term	Week	Topic and key teaching points	Syllabus content	Assessment
		Developing physical skills and tactics	Develop and apply movement skills and techniques in games and other competitive situations <ul style="list-style-type: none"> • select and adapt movement skills and techniques in response to simple tactical problems • develop and apply simple team or individual strategic plans and tactics related to: <ul style="list-style-type: none"> ▪ scoring – possession, attack, create and use space ▪ preventing scoring – defence, win the ball, deny space ▪ restarting play ▪ creating 2-on-1 situations and other simple solutions ▪ formations ▪ use of width and depth in attack <p>Note: The above content areas are ongoing and will be addressed throughout the practical skill development teaching and learning activities.</p>	
1	1-2	Functional Anatomy	characteristics of skeletal muscle tissue <ul style="list-style-type: none"> ▪ contractibility ▪ extensibility ▪ elasticity types of muscle contractions <ul style="list-style-type: none"> ▪ eccentric ▪ concentric ▪ isometric <ul style="list-style-type: none"> • origin and insertion points of skeletal muscles and how they determine the action of the muscle • types of joints and their associated movements 	



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			<ul style="list-style-type: none"> ▪ hinge ▪ pivot ▪ gliding ▪ ball and socket ▪ saddle ▪ condylar 	
1	3-4	Functional Anatomy	<ul style="list-style-type: none"> • relationship between joint movement and antagonist pairs <ul style="list-style-type: none"> ▪ agonists (muscles) ▪ antagonists (muscles) • types of movement used in selected sports <ul style="list-style-type: none"> ▪ flexion ▪ extension ▪ rotation ▪ circumduction ▪ pronation ▪ supination ▪ dorsi flexion ▪ plantar flexion ▪ adduction ▪ abduction 	Task 1 – Topic test – Functional Anatomy
1	5-6	Exercise physiology	<ul style="list-style-type: none"> • prevention of sports injuries, using protective equipment, effective warm-up and cool-down and ensuring a safe environment • immediate care of sporting injuries, including use of TOTAPS (talk, observe, touch, active movement, passive movement, skill test), RICER (rest, ice, compress, elevate, refer) and HARM (heat, alcohol, running, massage) strategies 	



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1	7-8	Exercise physiology	<ul style="list-style-type: none"> • extended care and rehabilitation of the injured athlete <ul style="list-style-type: none"> ▪ support for injury – strapping, braces ▪ goals for rehabilitation – restore range of motion, regain muscular strength, regain endurance and power, regain postural stability and balance, maintain cardiorespiratory fitness • physical therapy rehabilitation strategies <ul style="list-style-type: none"> ▪ ultrasound ▪ heat/cold ▪ massage ▪ exercise • relationship between food intake and energy expenditure within the demands of physical activity • contribution of energy systems during a specific physical activity <ul style="list-style-type: none"> ▪ anaerobic – adenosine triphosphate-creatine phosphate (ATP-CP) ▪ lactic acid ▪ aerobic <p>categorise activities by their energy demands</p>	
1	9	Exercise physiology	<ul style="list-style-type: none"> • simple tests to measure the capacities of the aerobic and anaerobic energy systems • principles of training <ul style="list-style-type: none"> ▪ specificity in relation to the nature of activity ▪ positions and roles ▪ intensity ▪ duration ▪ frequency ▪ progressive overload • training methods appropriate to selected activities • purpose and features of fitness profiles 	<p>Task 2: Skill performance (1)</p> <p>Task 3: Fitness testing – Exercise Physiology</p>



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2	1-2	Sports psychology	<ul style="list-style-type: none"> • simple goal-setting techniques <ul style="list-style-type: none"> ▪ difference between short- and long-term goals ▪ SMART (specific, measurable, achievable, realistic, timely) goals ▪ performance versus outcome goals • goal setting in coaching programs • links between goal setting and motivation when coaching others 	
2	3	Revision for EST		Task 4: game performance (1)
2	4-5	EST		EST – Externally Set Task
2	6-7	Exams		
2	8-9	Motor learning and coaching	<ul style="list-style-type: none"> • role and responsibilities of a coach <ul style="list-style-type: none"> ▪ organising ▪ building rapport ▪ providing instruction and explanation ▪ demonstrating ▪ observing ▪ analysing ▪ providing feedback ▪ providing safe learning environments • definition of leadership and the qualities of a good leader <ul style="list-style-type: none"> ▪ trustworthy ▪ enthusiastic ▪ confident ▪ listens to others ▪ honest ▪ responsible ▪ reliable 	



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			<ul style="list-style-type: none"> ▪ patient ▪ decisive ▪ determined ▪ loyal 	
2	10-11	Motor learning and coaching	<ul style="list-style-type: none"> • leadership styles and their relationship to coaching <ul style="list-style-type: none"> ▪ autocratic ▪ democratic ▪ laissez-faire 	
3	1-2	Motor learning and coaching	<ul style="list-style-type: none"> • coaching strategies to consolidate and extend skill development <ul style="list-style-type: none"> ▪ whole/part ▪ chaining/shaping ▪ specific/variable ▪ accuracy/speed ▪ mental/physical 	Task 5: coaching sessions – Motor learning and coaching
3	3-4	Motor learning and coaching	<ul style="list-style-type: none"> • types of feedback <ul style="list-style-type: none"> ▪ intrinsic (inherent) ▪ extrinsic (augmented) – terminal, concurrent, verbal, non-verbal • relationship between feedback and skill development <ul style="list-style-type: none"> ▪ two forms of feedback – knowledge of result, knowledge of performance ▪ briefing/frontloading ▪ debriefing skills 	
3	5-6	Biomechanics	<ul style="list-style-type: none"> • steps to analyse a specific skill to improve performance during preparation, action and follow-through phases • identify what to look at • observation • diagnosis – what is different to your preconceived ideas? 	Task 6: Skill performance (2)



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			<ul style="list-style-type: none">• intervention – how to change it• re-observation – was there improvement?• identify technical errors in performance, using checklists or video within the preparation, action and follow through phases	
3	7-8	Biomechanics	<ul style="list-style-type: none">• Simple understanding of how force is produced and how force is absorbed by equipment used, and how force is provided and absorbed by the body• Simple result-based quantitative measures, such as measure distance of kick or throw	Task 7 Topic Test: Biomechanics Test Task 8 - Game performance (2)
3	9-10	Revision and Exam		Task 9 Examination TBC