



**COURSE OUTLINE**  
**PHYSICAL EDUCATION STUDIES – GENERAL 12: 2022**  
**UNIT 3 AND UNIT 4**



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



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



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			compress, elevate, refer) and HARM (heat, alcohol, running, massage) strategies	
1	7-8	<b>Exercise physiology</b>	<ul style="list-style-type: none"> <li>• extended care and rehabilitation of the injured athlete <ul style="list-style-type: none"> <li>▪ support for injury – strapping, braces</li> <li>▪ goals for rehabilitation – restore range of motion, regain muscular strength, regain endurance and power, regain postural stability and balance, maintain cardiorespiratory fitness</li> </ul> </li> <li>• physical therapy rehabilitation strategies <ul style="list-style-type: none"> <li>▪ ultrasound</li> <li>▪ heat/cold</li> <li>▪ massage</li> <li>▪ exercise</li> </ul> </li> <li>• relationship between food intake and energy expenditure within the demands of physical activity</li> <li>• contribution of energy systems during a specific physical activity <ul style="list-style-type: none"> <li>▪ anaerobic – adenosine triphosphate-creatine phosphate (ATP-CP)</li> <li>▪ lactic acid</li> <li>▪ aerobic</li> </ul> </li> </ul> <p>categorise activities by their energy demands</p>	
1	9-10	<b>Exercise physiology</b>	<ul style="list-style-type: none"> <li>• simple tests to measure the capacities of the aerobic and anaerobic energy systems</li> <li>• principles of training <ul style="list-style-type: none"> <li>▪ specificity in relation to the nature of activity</li> <li>▪ positions and roles</li> <li>▪ intensity</li> <li>▪ duration</li> <li>▪ frequency</li> <li>▪ progressive overload</li> </ul> </li> </ul>	<p><b>Task 2:</b> Skill performance (1)</p> <p><b>Task 3: Fitness testing</b> – Exercise Physiology</p>



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



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



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