

Senior Physical Education (General)
Learning & Assessment Overview 2021

Year 11				Year 12											
PED Unit 1 Motor learning, functional anatomy, biomechanics and physical activity		PED Unit 2 Sport psychology, equity and physical activity		PED Unit 3 Tactical awareness, ethics and integrity and physical activity		PED Unit 4 Energy, fitness and training and physical activity Respectful relationships in the post-schooling transition									
<p>In Unit 1, students engage with concepts, principles and strategies about two topics using the three stages of the inquiry approach. In the first stage of inquiry, students recognise and explain the concepts and principles about motor learning, functional anatomy and biomechanics in a selected physical activity. They explore body and movement concepts and demonstrate specialised movement sequences and movement strategies.</p> <p>In the second stage, students apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of motor learning, biomechanical and body and movement concepts. They analyse and synthesise the data and then devise a motor learning and biomechanical strategy to optimise performance in the selected physical activity.</p> <p>In the final stage, students evaluate the effectiveness of the motor learning, biomechanical and movement strategies and justify using primary data and secondary data.</p>		<p>In Unit 2, students engage with concepts, principles and strategies about two topics using the three stages of the inquiry approach. In Topic 1, the first stage of inquiry requires students to recognise and explain the concepts and principles about sport psychology in a selected physical activity. They explore body and movement concepts and demonstrate specialised movement sequences and movement strategies.</p> <p>In the second stage, students apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of sport psychology and body and movement concepts. They analyse and synthesise relationships between the sport psychology demands in the selected physical activity and personal and team performance to devise a psychological strategy to optimise performance in the selected physical activity.</p> <p>In the final stage, students evaluate the effectiveness of the psychological and movement strategies and justify using primary data and secondary data.</p>		<p>In Unit 3, students engage with concepts, principles and strategies about two topics using the three stages of the inquiry process. In the tactical awareness topic, students explore dynamic systems of motor learning and tactical awareness through purposeful and authentic learning about and in a selected physical activity. The ethics and integrity topic requires students to explore the factors that influence fair play, ethical behaviour and integrity and use the ethical decision-making framework to analyse data and synthesise relationships between the factors that influence engagement in physical activity to identify an ethical dilemma. Students then devise an ethics strategy in response to the dilemma to optimise engagement in physical activity.</p>		<p>In Unit 4, students engage with concepts, principles and strategies about energy, fitness, training and physical performance using the three stages of the inquiry approach. In the first stage of inquiry, students recognise and explain the concepts and principles about energy, fitness and training in a selected physical activity. They explore body and movement concepts and demonstrate specialised movement sequences and movement strategies.</p> <p>In the second stage, students apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of energy, fitness and training concepts. Students analyse and synthesise relationships between the energy and fitness demands of the selected physical activity and their personal performance and then devise a competition-phase training strategy to optimise performance.</p> <p>In the final stage, students evaluate the effectiveness of the competition-phase training strategy and movement strategies and justify using primary and secondary data.</p>									
Topics		Topics		Topics		Topics									
1. Motor learning integrated with a selected physical activity 2. Functional anatomy and biomechanics integrated with a selected physical activity		1. Sport psychology integrated with a selected physical activity 2. Equity — barriers and enablers		1. Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity 2. Ethics and integrity		1. Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity									
Unit Duration		Unit Duration		Unit Duration		Unit Duration									
Yr 11 Weeks 1 - 16 (16 weeks)		Yr 11 Weeks 17 - 34 (18 weeks)		Yr 11 Weeks 35-38, Yr 12 Weeks 1-18 (22 weeks)		Yr 12 Weeks 19 - 33, External Exam 34-37 (15 weeks)									
Assessment Task/s				Assessment Task/s											
FIA1 Project - folio <i>Weighting: 25%</i> <i>Conditions: 5 hours, folio 9-11 minutes, supporting evidence 2-3 minutes</i> <i>Issued: Week 3</i> <i>Due: Week 11</i>		FIA2 Examination - combination response <i>Weighting: 25%</i> <i>Conditions: 2hrs + 15 mins perusal, 800-1000 words, unseen stimulus</i> <i>Issued: n/a</i> <i>Due: Week 16</i>		FIA3 Project - folio <i>Weighting: 30%</i> <i>Conditions: 5 hours, folio 9-11 minutes, supporting evidence 2-3 minutes</i> <i>Issued: Week 19</i> <i>Due: Week 26</i>		FIA4 Investigation - report <i>Weighting: 20%</i> <i>Conditions: 5 hours, 1500-2000 words</i> <i>Issued: Week 34</i> <i>Due: Week 34</i>		IA1 Project - folio <i>Weighting: 25%</i> <i>Conditions: 5 hours, folio 9-11 minutes, supporting evidence 2-3 minutes</i> <i>Issued: Week 3</i> <i>Due: Week 11</i>		IA2 Investigation - report <i>Weighting: 20%</i> <i>Conditions: 5 hours, 1500-2000 words</i> <i>Issued: Week 18</i> <i>Due: Week 18</i>		IA3 Project - folio <i>Weighting: 30%</i> <i>Conditions: 5 hours, folio 9-11 minutes, supporting evidence 2-3 minutes</i> <i>Issued: Week 19</i> <i>Due: Week 26</i>		EA4 External Examination <i>Weighting: 25%</i> <i>Conditions: 2hrs + 10 mins perusal, short responses 50-250 words, extended response 400+ words, unseen stimulus</i> <i>Issued: n/a</i> <i>Due: Week 32</i>	