

# PHYSICAL EDUCATION

## WHAT TYPE OF SUBJECT IS PHYSICAL EDUCATION?

Physical Education provides students with knowledge, understanding, and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through, and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of bio-physical, socio-cultural, and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

## PATHWAYS

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development, and coaching.

## OBJECTIVES

By the conclusion of the course of study, students will:

- Recognise and explain concepts and principles about movement
- Demonstrate specialised movement sequences and movement strategies
- Apply concepts to specialised movement sequences and movement strategies
- Analyse and synthesise data to devise strategies about movement
- Evaluate strategies about and in movement
- Justify strategies about and in movement make decisions about and use language conventions and mode-appropriate features for particular purposes and contexts

## STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
<b>Motor Learning, Functional Anatomy, Biomechanics &amp; Physical Activity</b>	<b>Sport Psychology, Equity &amp; Physical Activity</b>	<b>Tactical Awareness, Ethics &amp; Integrity &amp; Physical Activity</b>	<b>Energy, Fitness &amp; Training &amp; Physical Activity</b>
<p>Motor learning integrated with a selected physical activity</p> <p>Functional anatomy &amp; biomechanics integrated with a selected physical activity</p>	<p>Sport psychology integrated with a selected physical activity</p> <p>Equity – barriers &amp; enablers</p>	<p>Tactical awareness integrated with one selected 'Invasion' or 'Net &amp; court' physical activity</p> <p>Ethics &amp; integrity</p>	<p>Energy, fitness &amp; training integrated with one selected 'Invasion', 'Net &amp; court' or 'Performance' physical activity</p>

## ASSESSMENT

In Units 1 and 2, all assessment is formative. However, the assessment in Units 1 and 2 will model that which students will encounter in Units 3 and 4. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A – E).

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Project - Folio	25%	Summative Internal Assessment 3 (IA3): Project - Folio	25%
Summative Internal Assessment 2 (IA2): Investigation – Report	25%	Summative External Assessment (EA): Examination – Combination Response	25%