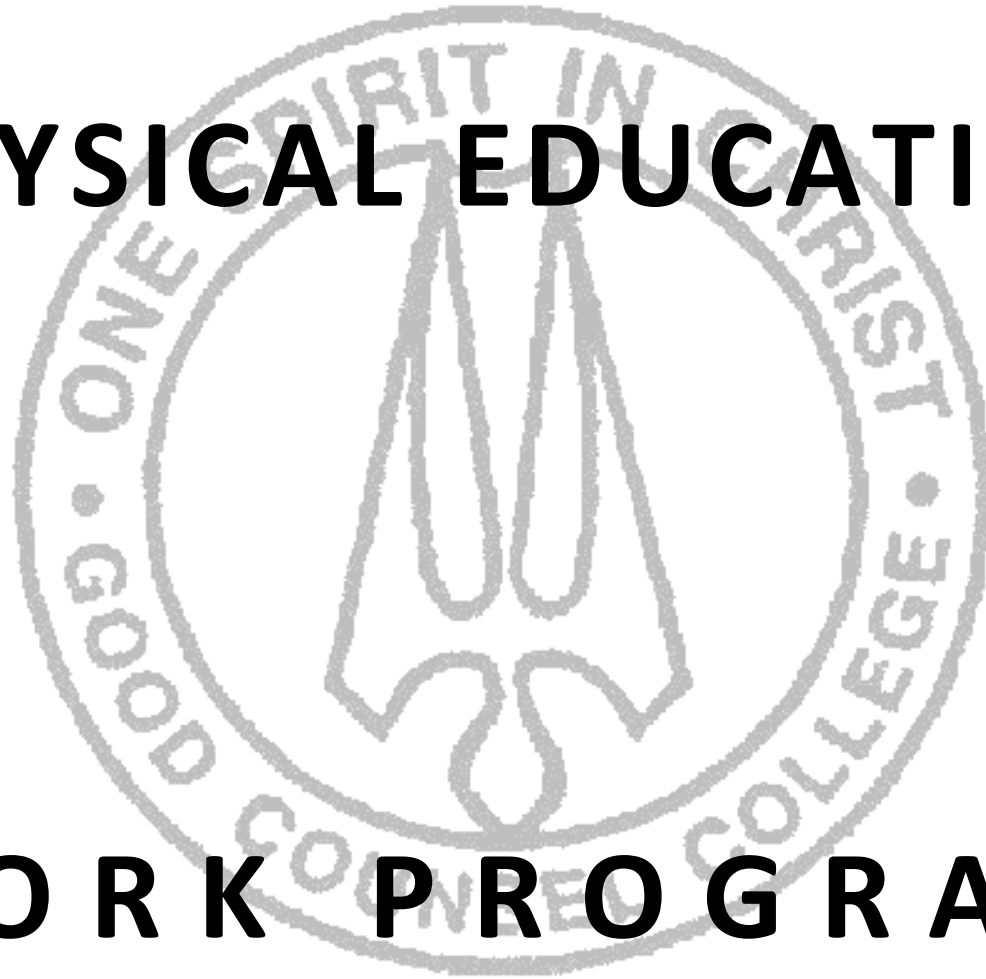


GOOD COUNSEL COLLEGE

PHYSICAL EDUCATION

W O R K P R O G R A M

2010 Syllabus



Course Organisation Year 11 and Year 12

		Year 11—55 hours per semester 9 weeks per unit				Year 12—55 hours per semester 9 weeks per unit			
		UNIT 1 Individual Performance	UNIT 2 Team Direct Interceptive	UNIT 3 Aesthetic Team	UNIT 4 Team Indirect Interceptive	UNIT 5 Individual Performance	UNIT 6 Team Direct Interceptive	UNIT 7 Aesthetic Team	UNIT 8 Team Indirect Interceptive
Unit of Work — Core Subject Matter		<p>FOCUS AREA B Training Program Design Three energy systems and percentage use Immediate effects of training to the body Planning and designing training programs Evaluating training programs</p> <p>Measurement and evaluation of physical performance capacities (E)</p>	<p>FOCUS AREA A Motor learning Characteristics of the learner Characteristics of the task Practice Feedback Team Dynamics</p> <p>Analyzing and Classifying Physical Skills (E)</p>	<p>FOCUS AREA C Figuroa’s Framework Individual Genetic predispositions and the satisfaction of personal preferences and human needs through physical activity Interpersonal The role of parents, peers, coaches, teachers and media on socialization, opportunities and decisions about physical activity Institutional The impact of institutions such as families, schools, sporting clubs, religions and politics on access to physical activity Cultural Sport as microcosm of society</p> <p>Sporting authorities as institutions affecting access to sport and physical activity (E)</p> <p>Media influence on the evolution of culture (E)</p>	<p>FOCUS AREA A Biomechanics Force and motion Momentum and inertia Projectile motion</p> <p>Equilibrium and balance (E)</p> <p>Judging the quality of physical Skills (E)</p>	<p>FOCUS AREA B Exercise Physiology Principles Types and components of fitness for physical activity Training principles and methods for physical activity Training Program Design Limitations of the energy Systems Measurement and evaluation of physical performance capacities Evaluating immediate and long-term effects of training</p> <p>Evaluation and modification of training programs and programming for special and individual needs (E)</p>	<p>FOCUS AREA A Psychology Processing information and memory Team Dynamics Motor Learning Feedback mechanisms Motivation, arousal and anxiety</p> <p>FOCUS AREA B Training Program Design Three energy systems and percentage use Goal setting (E) Imagery and visualization (E)</p>	<p>FOCUS AREA C Figuroa’s Framework Individual The role of self-concept, personal beliefs, values and attitudes Interpersonal The role of peers, coaches, teachers on socialisation, opportunities and decisions about physical activity Structural The impact of inequitable distribution of resources and rewards Government and media influence on the distribution of sporting resources and rewards Cultural Cultural influences on body image, the social construction of gender and physical activity</p> <p>Naturalistic and constructionist views of body image and body regulation (E)</p> <p>The social construction of gender and its impact on access to sport (E)</p>	<p>FOCUS AREA C Figuroa’s Framework Individual The role of self-concept, personal beliefs, values and attitudes Interpersonal The role of peers, coaches, teachers on socialisation, opportunities and decisions about physical activity Structural The impact of inequitable distribution of resources and rewards Government and media influence on the distribution of sporting resources and rewards Cultural Cultural influences on body image, the social construction of gender and physical activity</p> <p>Judging the quality of physical skills (E) Communication (E) Coaching Styles and Analyzing Performance (E) Imagery and visualisation (E)</p>

ASSESSMENT

Assessment Techniques								
Physical	<p>FORMATIVE 1.1 <i>Physical performance</i> Continuous assessment in a variety of authentic contexts</p>	<p>FORMATIVE 2.1 <i>Physical performance</i> Continuous assessment in a variety of authentic contexts</p>	<p>FORMATIVE 3.1 <i>Physical performance</i> Continuous assessment in a variety of authentic contexts</p>	<p>FORMATIVE 4.1 <i>Physical performance</i> Continuous assessment in a variety of authentic contexts</p>	<p>SUMMATIVE 5.1 <i>Physical performance</i> Continuous assessment in a variety of authentic contexts with greater focus on complexity</p>	<p>SUMMATIVE 6.1 <i>Physical performance</i> Continuous assessment in a variety of authentic contexts with greater focus on complexity</p>	<p>SUMMATIVE 7.1 <i>Physical performance</i> Continuous assessment in a variety of authentic contexts with greater focus on complexity</p>	<p>SUMMATIVE 8.1 <i>Physical performance</i> Continuous assessment in a variety of authentic contexts with greater focus on complexity</p>
Written or multimodal/spoken	<p>FORMATIVE 1.2 <i>Research Report</i> Folio 800–1000 words Predict how suitable your generic-specific training micro-cycle will be based on your own levels of fitness and suitability to an event</p>	<p>FORMATIVE 2.2 <i>Research Essay</i> 800–1000 words Evaluate whether game or skill-based practice is more suited to your style of learning and the physical performance skills you need to develop most</p>	<p>FORMATIVE 3.2 <i>Supervised written</i> Extended written response 500–700 words, seen question, 90 minutes, 150 words plus references and prepared bibliography allowed into exam Justify which level of Figueroa’s Framework of Equity had the most significant impact on the success of the lunch-time tournament held and achievement of the philosophy, participation for all in a “fun, safe and supportive environment”</p>	<p>FORMATIVE 4.2 <i>Research Essay</i> (multi-modal presentation) 3–5 minutes with a combination of at least two modes of presentation (e.g. commentary and video) Justify how understanding the biomechanics helped you achieve your performance goals</p>	<p>SUMMATIVE 5.2 <i>Research Report</i> Folio 1000–1500 words Justify the modifications made to the generic biathlon-specific training micro-cycle to enhance its suitability to your own training needs.</p>	<p>SUMMATIVE 6.2 <i>Research Report</i> (multi-modal presentation) 5–8 minutes with a combination of at least two modes of presentation of student own choice Evaluate how effectively you utilised sports psychology to enhance your performance during the unit</p>	<p>SUMMATIVE 7.2 <i>Supervised written</i> Extended written response 600–800 words, unseen question, 90 minutes, 100 words plus references and prepared bibliography allowed into exam Evaluate which level of Figueroa’s Framework had the most impact on your opportunity to participate equitably in the unit based on the learning experiences provided.</p>	<p>SUMMATIVE 8.2 <i>Research Essay</i> 1000–1500 words Evaluate how media and cultural influences can impact on ‘individual physical activity equality’ As a player and coach recommend how it could be used in the future to motivate others to continually strive to be actively engaged in sport.</p>

Year 12 Unit 5 — Focus Area B/Individual Performance (Biathlon)

Overview: Through participation in a range of physical skills, generic fitness tests, training and performance in simple to complex authentic contexts, the student will evaluate personal performance in terms of individual physical responses and strategies relevant to timed performance in the biathlon. Through understanding of limitations and principles and the impact on energy systems and components, the student will examine training principles for the biathlon, and will justify immediate and long term effects of training. They will evaluate training sessions that target both skills and fitness, and decide on how effective it was to improving own performance in the biathlon. Students will also decide how team dynamics can impact on participation and equity in the class or team.

Learning Experiences	Learning experiences demonstrating personalisation and integration
<p>Performance elements</p> <p>Simple authentic contexts</p> <ul style="list-style-type: none"> Basic skills in closed performance environments (run, swim and transition) Revise drills and skills used to correct common errors Application of rules and appropriate etiquette, referee peers Application of a variety of skills in simple authentic <p>Complex authentic contexts</p> <ul style="list-style-type: none"> Application of a variety of skills in open timed situations Application of a variety of game situations — offence/defense Application of feedback to enhance performance (video, coach and internal) Application of drills and skills used to correct detected errors Evaluation of personal and group performance to solve problems/initiate change <p>Focus Area B</p> <p>Exercise Physiology Principles</p> <ul style="list-style-type: none"> • Types and components of fitness for physical activity • Training principles and methods for physical activity <p>Training Program Design</p> <ul style="list-style-type: none"> • Limitations of the energy Systems • Measurement and evaluation of physical performance capacities • Evaluating immediate and long-term effects of training 	<p>Students:</p> <ul style="list-style-type: none"> • Participate in a variety of simple to complex authentic physical performance contexts and evaluate how these factors affect performance • Record progress in a performance journal • Participate in a range of simple to complex authentic physical performance contexts to apply strategies and tactics • Through evaluation of performance, select appropriate training to improve performance (skills, strategies or tactics) • Participate in peer-led coaching sessions • Review and critique video evidence of performances of self • Review magazines, websites and text to identify drills/strategies that could be used to improve performance • Videotape own performance and analyze in terms of skills and strategies/plans • Identify own physical strengths and weaknesses that may impact on biathlon performance, and decide on position that would suit in timed performance • Seek feedback from teacher/peers to improve performance • Select a range of resources that will enhance meaning and impact for the written task (journal, magazines, online resources, text) • Design and implement a training session for a group of peers that targets both skills and fitness for biathlon and evaluate its success • Evaluate the effectiveness of a peer-led training session that targets both skills and fitness and provide written feedback in a paragraph • Enhance the paragraph provided from peers by providing more in depth solutions, credible research or convincing examples • Identify their strengths/weaknesses and use these to advantage in a training program • Evaluate training program and goals and discuss better alternatives to decisions made • Identify the importance of skill testing in identifying skills and weaknesses of chosen position in terms of energy systems and components of fitness • Identify how to select specific components and set goals • Evaluate the performance of self using fitness tests results • Evaluate fitness tests to determine if they are effective and why • Identify and recommend changes to their training sessions during own time, including methods of increasing motivation and providing own feedback and reinforcement

- Evaluate the performance of self based on ability to design training program and effectively modify changes to improve fitness
- Analyse immediate and long-term physiological effects of training for specific activities through use of heart rate recording/ VO_2 max etc.
- Reflect on a training session, identify strengths and weaknesses, and propose changes.
- Design personalized training sessions for the activity of choice in the various training cycles.
- Maintain a training journal to record reflections, modifications and performances.
- Investigate the types of fitness and decide which is most applicable to the physical activity under study and individual needs.
- Explain physiological subject matter as it relates to personalized physical performance.
- Deconstruct training programs with reference to training methods and principles of training.
- Evaluate the effectiveness of the student's own training program with direct reference to the training journal and training principles and methods.
- Investigate how the arousal levels of different performers affect skill learning.
- Conduct an intervention strategy and then examine the effect of the intervention on the playing performance of others (perform pre- and post-intervention tests).
- Investigate the potential outcomes of various psychology/coaching approaches on performance.

ASSESSMENT

Addresses all three dimensions—Acquiring, Applying and Evaluating

Physical performance — Summative 6.1

Students perform skills, tactics, and strategies in a range of simple and complex physical performance environments i.e. simple drills that are developed into an open setting, particular to biathlon.

Written performance — Summative 6.2

Research Assessment 1000–1500 words independent collection of information/data from a variety of sources. Must include references using APA and prepared bibliography. Justify the modifications made to the generic biathlon-specific training micro-cycle to enhance its suitability to your own training needs

GOOD COUNSEL COLLEGE
PHYSICAL EDUCATION – STUDENT ACHIEVEMENT PROFILE

NAME:

TEACHER:

YEAR OF EXIT:

YEAR 11

Physical Activity	Formative Assessment	Acquire Formative	Apply Formative	Evaluate Formative
Individual Performance	1.1 Interim physical responses for a variety of authentic contexts			
	1.2 Focus Area B: Research Report 800–1000 words			
Direct Interceptive	2.1 Interim physical responses for a variety of authentic contexts			
	2.2 Focus Area A: Research Essay 800–1000 words			
Aesthetic	3.1 Interim physical responses for a variety of authentic contexts			
	3.2 Focus Area C: Seen Essay under exam conditions 500–700 words, 90 minutes.			
Indirect Interceptive	4.1 Interim physical responses for a variety of authentic contexts			
	4.2 Focus Area A: Multi-modal presentation, Oral 3–5 minutes			
YEAR 11 GLOBAL STANDARDS				
YEAR 11 PROPOSED LEVEL OF ACHIEVEMENT				

YEAR 12

Physical Activity	Summative Assessment	Acquire Summative	Apply Summative	Evaluate Summative
Individual Performance	5.1 Physical responses for a variety of authentic contexts with a focus on increasing complexity			
	5.2 Focus Area B: Research Report 1000–1500 words.			
Direct Interceptive	6.1 Physical responses for a variety of authentic contexts with a focus on increasing complexity			
	6.2 Focus Area A & B: Multi-modal presentation, Oral 5–8 minutes			
Aesthetic	7.1 Physical responses for a variety of authentic contexts with a focus on increasing complexity			
	7.2 Focus Area C: Unseen Extended written response 600–800 words, 90 minutes.			
<i>Verification folio submitted to district panel</i>				
YEAR 12 GLOBAL STANDARDS AT VERIFICATION				
PROPOSED LEVEL OF ACHIEVEMENT AT VERIFICATION				
Indirect Interceptive	8.1 Physical responses for a variety of authentic contexts with a focus on increasing complexity			
	8.2 Focus Area C: Research Essay 1000–1500 words			
YEAR 12 GLOBAL STANDARDS AT EXIT				
EXIT LEVEL OF ACHIEVEMENT				