

8. Year 11 Subjects 2011 (Physical Education)

VCE Physical Education

General Information

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people.

The study enables the integration of theoretical knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation.

This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

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VCE Physical Education (Cont...)

Unit 1: Bodies in Motion

Areas of Study:

- Body systems and human movement - In this area of study students examine the systems of the human body and how they translate into movement. Through practical activities they explore the major components of the musculoskeletal, cardiovascular and respiratory systems and their contributions and interactions during physical activity. Anaerobic and aerobic pathways are introduced and linked to the types of activities that utilise each of the pathways.
- Biomechanical movement principles - In this area of study students examine biomechanical principles underpinning physical activity and sport. Through their involvement in practical activities, students investigate and analyse movements in a variety of activities to develop an understanding of how the correct application of biomechanical principles leads to improved performance.
- *Detailed Study 3.1: Technological advancements from a biomechanical perspective* - In this detailed study students examine changes that have been made to sporting techniques and equipment (including clothing, footwear and playing fields) and explore the biomechanical effect of the change. By researching a recent change that has occurred in the selected sport, students analyse the biomechanical effect, the result of the change, the impact of the change on performance and participation, rules and the relevant implications of the change (biomechanical, social and ethical). OR
- *Detailed Study 3.2: Injury prevention and rehabilitation* - This detailed study focuses on sports injury risk management strategies used to reduce the risk of injury to the participant/athlete, and the rehabilitation practices and processes an individual/athlete may use to ready them for a return to sport and physical activity. Students analyse and demonstrate a range of different strategies that may be implemented at a club, an administration, a coaching or an individual level.

Assessment:

Unit 1 consists of three outcomes:

- Outcome 1 - Students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.
- Outcome 2 - Students should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.
 - Outcome 3.1 – Students should be able to analyse data collected through research and practical activities, to explain the technological advancements that have led to biomechanical changes in sporting technique or equipment in one selected sport, and explain the implications of the change OR
 - Outcome 3.2 – Students should be able to observe, demonstrate and explain strategies used to prevent sports injuries, and evaluate a range of techniques used in the rehabilitation of sports injuries.

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VCE Physical Education (Cont...)

Unit 1: Bodies in Motion (Cont...)

Assessment Break-Down:

Assessment tasks for this unit are selected from the following:

- a practical laboratory report linking key knowledge and key skills to practical activity
 - a case study analysis
 - a data analysis
 - a critically reflective folio/diary of participation in practical activities
 - a visual presentation such as graphic organiser, concept/mind map, annotated poster, presentation file
 - a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction
 - a physical simulation or model
 - an oral presentation such as podcast, debate
 - a written report
 - a test.
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- There will be an end-of-semester Examination.

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VCE Physical Education (Cont...)

Unit 2: Sports coaching and physically active lifestyles

Areas of Study:

- Effective coaching practices - In this area of study students focus on the roles and responsibilities of a coach as well as looking at coaching pathways and accreditation. The effectiveness of a coach may be determined by their style, skills and behaviours. A coach must have an understanding of skill learning practices and interpersonal skills if they are to develop and enhance the performance of athletes. Students apply these skills by coaching a team.
- Physically active lifestyles - This area of study focuses on the range of physical activity options in the community. Health benefits of participation in regular physical activity and health consequences of physical inactivity and sedentary behaviour are explored at individual and population levels. Students explore the dimensions of the National Physical Activity Guidelines and investigate the current status of physical activity and sedentary behaviour from an Australian perspective. Students investigate factors that facilitate involvement in physical activity and consider barriers to participation for various population groups. Students create and implement a program that encourages compliance with the National Physical Activity Guidelines for a given age group.
- *Detailed Study 3.1: Decision making in sport* - This detailed study introduces students to an understanding of games and sport, including how they are categorised. Through a series of practical activities, and for a specific scenario, students analyse and interpret different strategies and tactics used within game situations, and approaches to coaching that develop a player's ability to implement an appropriate strategic decision.
- *Detailed Study 3.2: Promoting active living* - This detailed study focuses on the promotion of physical activity in a variety of settings. Students develop an understanding of the use of recall surveys and questionnaires in the collection of data related to physical activity levels, and compare these to the National Physical Activity Guidelines. Media communication tools that are used in the promotion of programs to increase physical activity levels are explored.

Assessment:

Unit 2 consists of three outcomes:

- Outcome 1 - Students should be able to demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.
- Outcome 2 - Students should be able to collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.
- Outcome 3.1 - Students should be able to explain the importance of interpreting game play and selecting appropriate tactics and strategies in sports OR
- Outcome 3.2 - Students should be able to use a subjective method to assess physical activity levels within a given population, and implement and promote a settings-based program designed to increase physical activity levels for the selected group.

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VCE Physical Education (Cont...)

Unit 2: Sports coaching and physically active lifestyles (Cont...)

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 - a data analysis
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