Senior Physical Education (PED) is a Queensland Studies Authority subject and as such contributes towards an OP. PED is the study of human movement, sports psychology, physiology and sociology, using physical activity as a vehicle.

Students study four physical activities over the two year course with equal time and emphasis given to each activity. Skills will be both game specific and general in terms of basic athletic performance. One of the philosophies of the course is that the best performers have a range of skills that are not all specific to their sport. Skills are studied every term and form the cornerstone of each student’s development. Drills should be progressively developed in terms of difficulty, pressure and game relevance in order to facilitate a steady improvement in game performance.

Students study four physical activities over the two year course with equal time and emphasis given to each activity. Skills will be both game specific and general in terms of basic athletic performance. Units are integrated, drawing subject matter from three content areas:

- **Focus Area A**: Learning Physical Skills
- **Focus Area B**: Biological Bases of Training and Exercise
- **Focus Area C**: Equity and Access to Exercise, Sport and Physical Activity in Australian Society

### Semester One

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<tr>
<th>TERM ALLOCATION AND LENGTH</th>
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| 1 (8 Weeks)                | **Theoretical:** Focus Area A - Psychology | - Motivation  
- Arousal and performance  
- Information processing team dynamics  
- Anxiety  
- Imagery and visualisation | Research Report  
- Multi-modal Presentation  
- 5-8 minutes  
Evaluate how effectively you utilised sports psychology to turn around and/or improve your performance in training and game play. |
|                            | **Practical:** Netball | Knowledge and understanding of netball rules, procedures and safety considerations in game play.  
Fundamental technique:  
- Court positioning  
- Passes (chest, shoulder, lob, bounce)  
- Pass variety  
- Shooting  
- Foot work  
- Pivoting  
- Dodging  
- Shadowing  
- Blocking  
- Lead/create space  
- Initiate change  
- Game communication  
- Transitional play | Continuous Assessment in a variety of authentic contexts. |
## Semester Two

<table>
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<td>2 (9 Weeks)</td>
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| **Theoretical:**          | Focus Area B – Figueroa’s Framework | - Game tactics and strategies  
- Defence / offensive tactics | Supervised Exam  
- Extended Written Response (700-800 words)  
- Unseen question (100 words plus references allowed into exam) |
| Practical:                | Volleyball | Knowledge and understanding of Volleyball rules, procedures and safety considerations in game play.  
Fundamental technique:  
- Overhead serve  
- Dig  
- Set  
- Spike  
- Block  
- Court positioning  
- Compulsory moves  
- Game communication  
- Transitional Play  
- Defence / offensive tactics  
- Analysing own and other performances | Continuous Assessment in a variety of authentic contexts. |
| 3 (9 Weeks)               |      |            | Research Report  
- 1000-1500 words  
Justify the modifications made to the generic sports specific training microcycle to enhance its suitability to your own training needs. Use all concepts of planning and designing a training program to meet the needs and goals for you as an athlete. |
| Practical: Touch Football | Knowledge and understanding of Touch Football rules, procedures and safety considerations in game play. **Fundamental technique:**  
  - Field positioning  
  - Passing / pass variety / acting half pass  
  - Rucking  
  - Defence  
  - Attacking moves (dodging, side stepping, weaving, wraps, switches)  
  - Lead/create space  
  - Initiate change  
  - Game communication  
  - Transitional play  
  - Game tactics and strategies  
  - Defence / offensive tactics | Continuous Assessment in a variety of authentic contexts. |
|---|---|---|
| 4 (8 Weeks) | Theoretical: Focus Area C – Figueroa’s Framework | **Equity and access**  
  **Cultural level**  
  **Structural level**  
  **Institutional level**  
  **Interpersonal level**  
  **Individual level** | **Research Analytical exposition**  
  - 1000-1500 words  
  Evaluate how Figueroa’s Framework of Equity at a cultural level and one of your choice, have influenced your participation in Aerobics and subsequent success for sport in the future. |
| Practical: Sport Aerobics | Knowledge and understanding of competition rules, procedures and safety considerations. **Fundamental technique:**  
  - Compulsory elements and application of skills included for the four categories of static strength: dynamic strength; jump; leaps and power; and flexibility and balance.  
  - Use of competition area  
  - Selection of music  
  - Movement during routine  
  - Inclusion of start and end pose  
  - Choreography (timing in relation to music and partner and execution of movement patterns) | Continuous Assessment in a variety of authentic contexts. |