# logo1**ROSSMOYNE SENIOR HIGH SCHOOL**

**Health and Physical Education Learning Area**

##### Physical Education Studies

##### ATAR Course

**Year 11**

**Unit 1**

**2017**

Rossmoyne Senior High School

Health and Physical Education Learning Area

***Physical Education* *Studies* Course of Study (Year 11 Unit 1) Course Outline**

**Course Description**

*Physical Education* Studies ATAR course is the study of interrelationships between motor learning and psychology, biomechanical and physiological factors that influence individual and team performance. Students get to explore the many perspectives that make up human movement by participating and investigating physical activity.

Over the next 15 weeks you engage as performers, leaders, coaches, analysts and planners in the context of Basketball. This has been chosen to offer students the best chance to achieve the outcomes and transfer skills to other possession games. During this time you will be introduced to several concepts that will help you analyse anatomical and biomechanical concepts, the body’s responses to physical activity and stress management processes to improve your own and others performance in physical activity.

**Course Outcomes**

There are four (4) course outcomes on which you will be assessed:

* Skills for Physical Activity;
* Self-management and interpersonal skills for physical activity
* Knowledge and understanding of movement and conditioning concepts for physical activity;

##### Knowledge and understanding of sport psychology skills for physical activity.

**Assessment**

1. Performance (Basketball)

* Task 1: Skills for Physical Activity Basketball Rubric

1. Response

* Task 2: Topic Test (9th March, 2017) 7.5%

1. Response
   * Task 3: A skill analysis study (Due 23rd of March, 2017 @ 3:10pm) 7.5%
2. Investigation

* Task 4: An energy system laboratory investigation (Due 18th of May, 2017 @ 3:10pm) 15%

1. Examination

* Task 5: Semester 1 Exam 40%

Your ***Examination*** will be made up of:

1. Application questions that require you to problem solve;
2. Content and concepts introduced in the 15 weeks (PowerPoint slides)
3. Analysis of human movement with skills transferable from theoretical context to physical context.

Your PowerPoint slides are important for learning and reflection. It is designed so you can learn and apply concepts that will give evidence against the outcomes. It also allows you to plan for Task 1 and 2.

Important Documents

* WACE Physical Education Studies Syllabus ATAR Course Year 11
* School Assessment Policy
* SCSA Basketball Support Materials

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***Physical Education Studies* Course of Study Assessment Schedule (Year 11 Unit 1)**

**Student Name: Class:**

|  |
| --- |
| **Year 11**  **Unit 1** |
| **Assessment Type** | **Assessment Tool** |  | **Weightings** | **Sem. Grade** |
| **Performance** | **Task 1: Skills for Physical Activity Basketball Rubric** |  | **30%** |  |
| **Response** | **Task 2: Topic Test (Extended answer)** |  | **7.5%** |  |
| **Response** | **Task 3: Skill analysis study** |  | **7.5%** |  |
| **Investigation** | **Task 4: Energy system analysis** |  | **15%** |  |
| **Examination** | **Task 5: Exam** |  | **40%** |  |
|  | **Total** |  | **100%** |  |

**Comments**

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***Physical Education Studies* Response Task 3 (Year 11 Unit 1)**

**Learning Movement Skills: A Skill Analysis**

**A Basketball Skill Analysis (Maximum 3 pages)**

In the first 6 weeks you will be studying human movement with the aim to analyse movement skills and improve the performance of yourself and others in physical activity. You have to:

Select a Basketball Skill and use visual aids to:

* Analyse a model of motor skill learning and how it applies to your chosen skill
* Analyse the use of musculoskeletal structures in the production of movement
* Investigate how to perform the skill as a skilled performer

**The Thinking Process**

Your Tutorial slides’ are a good source of information to use for this assignment. Check with your teacher which ones may apply to this task.

**Essential Content: *Motor Learning and Coaching, Functional Anatomy and Functional Anatomy (This is not a biomechanics project)***

Your teacher will introduce you to several concepts that will help you to do your task. Make sure these are included in your presentation.

**Presentation Format**

* 3 pages maximum
* Word document
* Size 12 Times New Roman

**Date Due: Friday 23rd of March @ 3:10pm.**

In the week this is due you will need to present your task for self and peer assessment. This will determine aspects on which you need to improve. A rubric is provided for this activity. **It is the marking key of your assignment.**

**Plagiarism**

Plagiarism is copying text from unreferenced material or from another student. Assignments must have in-text and end-of-text referencing. The library can assist you. A score of ‘zero’ will be given to both parties if any material is plagiarised.

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***Physical Education Studies* Response Task 3 – Skills Analysis Study (Year 11 Unit 1) MARKING KEY**

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| --- | --- | --- | --- |
| **Student Name:** | **Date Received:** | | |
| Task Outcome: Understand the interrelationships between movement, motor learning and psychological factors that influence the individual and how they are used to develop skills and performance. | **Self** | **Peer** | **Teacher** |
| Rating 0-5 | Rating 0-5 | Rating 0-5 |
| 1. **Response (3 pages)**   Research and apply what you have learnt in class to the following:   * 1. Describe and apply the Information Processing Model   2. What are the key movement phases of the skill and its’ strategic objectives   3. Provide classifications for your chosen skill   4. Identify and describe the musculoskeletal structures in the movement of the skill.   5. Discuss the necessary cues to attend to during the performance of the skill   6. Describe the phases of motor learning and explain how this will influence the learning of your skill in a cognitive and autonomous learner |  |  |  |
| **TOTAL** |  |  |  |
| **Teacher, Parent, Peer or Student Comment:** | | | |
| **Declaration**  I certify that the attached assignment is my own work and that all material drawn for sources has been fully acknowledged and referenced (in-text and end-of-text references).  I certify that I have read and understood the School Assessment Policy in the School Information Handbook, 2017  Signed (student): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_\_\_/2017 | | | |

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***Physical Education Studies* Investigation Task 3 (Year 11 Unit 1)**

**Preparing and Participating in Competition: An Energy Systems Analysis**

**Circulatory and Respiratory Responses to Exercise Laboratory (VO2max test)**

In class, we are going to do a VO2max test on three individuals as part of a lab looking at the body’s responses to physical activity

You have to:

* Complete the observations of the lab and answer the questions
* Investigate the short term and long term circulatory respiratory responses to exercise as per questions in the lab; and
* Apply what you have learnt to the practical context you are doing in class.

**The Thinking Process**

Your Tutorial slides have information for you to use for this assignment. Check with your teacher which ones may apply to this task.

**Essential Content:** *Exercise Physiology, Functional Anatomy and Mental Skills*

Your teacher will introduce you to several concepts that will help you to do your task. Make sure these are included both in your presentation. A PowerPoint presentation is available that will help you through the process called *Learning and Participating in Movement*.

**Your Presentation**

Phone apps may assist you with this, heart rate monitors (available from school) or phone GPS. Your presentation must be referenced and include graphs that illustrate your understandings.

* 7 pages maximum, Typed word document, Size 12 Times New Roman

**Date Due: 18th of May, 2017 @ 3:10pm**

In the week this is due you will need to present your task for self and peer assessment. This will determine aspects on which you need to improve. A rubric is provided for this activity. **It is the marking key of your assignment**

**Plagiarism**

Plagiarism is copying text from unreferenced material or from another student. Assignments must have in-text and end-of-text referencing. The library can assist you. A score of ‘zero’ will be given if any material is plagiarised.

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**Physical Education Studies ATAR Unit 1: Task 3 - Energy system analysis MARKING KEY**

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| --- | --- | --- | --- |
| **Student Name:** | **Date Received:** | | |
| Task Outcome: Demonstrate knowledge of energy systems, circulatory and respiratory system responses to physical activity. Understand how conditioning and psychological strategies improve performance. | **Self** | **Peer** | **Teacher** |
| Rating 0-3 | Rating 0-3 | Rating 0-3 |
| 1. **Introduction**    1. Describe the lab and the learning outcome in your own words    2. Present and explain the data you collected |  |  |  |
| 1. **Investigation**    1. Learning Action 1:   Create a graph of heart rate v workload. Describe the trend in the data as well as the table as workload increases. In particular, compare results between the various levels of workload. |  |  |  |
| * 1. Learning Action 2:   Why does our body behave in such a way? Attempt to explain what is happening inside the body using terms associated with the carido-respiratory system. |  |  |  |
| * 1. Learning Action 3:   What adaptations in the cardio-respiratory system would you expect over time given the right training program? |  |  |  |
| 1. **Factors Affecting Performance**   Discuss the contribution of fuels in cardio-respiratory performance in relation to the lab and cardio-respiratory exercise in general. (\* High flyers will make reference to energy systems) |  |  |  |
| **TOTAL (15 marks)** |  |  |  |
| Teacher, Parent, Peer or Student Comment: | | | |
| **Declaration**  I certify that the attached assignment is my own work and that all material drawn for sources has been fully acknowledged and referenced (in-text and end-of-text references).  I certify that I have read and understood the School Assessment Policy in the School Information Handbook, 2017.  Signed (student): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_\_\_/2017 | | | |

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| **1. CONTROL DRIBBLE** | | |
| Preparation | Execution | Completion |
| * Feet shoulder width apart (staggered stance) * Knees bent * Straight back * Head and eyes up | * Extension of the elbow to create a pushing action * Finger pads used to contact the ball * Ball below waist level at all times * Non-dribbling hand (lead) between waist and shoulder height (parallel to the ground) * Ball contacts the ground adjacent to trail foot (rear) | * Ball comes back into the hand at hip height * Ball possession is maintained |
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| **2. SPEED DRIBBLE** | | |
| Preparation | Execution | Completion |
| * Head and eyes up * Body in an upright running position | * Extension of the elbow to create a pushing action * Body in full running action * Ball is pushed out in front of the body * Ball at waist height or above at the top of the bounce | * Ball comes back into the hand at hip height * Ball possession is maintained |
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| **3. OFFENSIVE STANCE – TRIPLE THREAT (TT)** | | |
| Preparation | Execution | Completion |
| * Feet shoulder width apart * Back straight * Body weight low with knees flexed * Heels off the ground (weight on balls of feet) * Head and eyes up, wide vision (see the whole court) | * Body square to the basket * Ball gripped strongly with pads of the fingers * Shooting hand behind the ball, guide hand (non-shooting) on the side of the ball * Ball on ‘shooting hand’ side of body (right side, right-hand shooter) * Ready to shoot, pass or dribble | * Integrity of balanced stance is maintained throughout |

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| **4. LEADING – WING LEAD** | | |
| Preparation | Execution | Completion |
| * Move is towards the basket with hand closest to baseline raised as a target (passing) * Come to a stop in the key with baseline foot being closest to the basket | * Shoulder of target hand (baseline hand, closest to basket) is rotated in a ‘slashing motion’ towards top of the keyway * Baseline foot is lifted (making opposite foot the pivot foot) and forward pivot towards the top of the keyway (this simulates stepping past the defence to get front position) * Foot is planted, facing top of the keyway and force is transferred from pivot foot to planted foot * In a low stance push-off is achieved from the planted foot and lead is out to the wing | * Front position is achieved * Lead results in a passing option |
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| **5. CLOSEOUTS – WING CLOSEOUTS** | | |
| Preparation | Execution | Completion |
| * Ready stance: feet shoulder width apart * Heels off the ground (weight on balls of feet) * On cue (offensive player receiving the ball) turn is made moving nearest foot to the offensive player first and sprint | * As distance to the offensive player is reduced so is the distance of strides (shorter steps, quicker contact with floor) ‘stutter steps’ * Width between feet is wider than hips during ‘stutter steps’ * Arms are raised upward with palms facing the ball * Ball, defender, basket relationship (defender face on to offensive player) | * Efficiency of movement (timing of transition from sprint to stutter steps) * Offensive player is checked |

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| **6. SHOOTING – FREE THROW** | | |
| Preparation | Execution | Completion |
| * Body balanced with weight on balls of feet * Eyes focused on the target * Finger pads spread on the ball with elbow under the ball * Knees flexed | * Extension of legs to provide vertical lift * Shooting hand under the ball, wrist flexed (creates 90° between forearm and wrist) * Ball raised vertically through line of sight * Arm extension to full elbow lock and wrist snap * The ball is released just before reaching full leg extension | * Follow through position is held with middle three fingers directed at the target until the ball hits the rim * Body rises up onto the balls of the feet and balance is held until the ball hits the rim * Follow through position of arms is held , usually for two counts, or until the ball hits the rim * Ball travels with back spin |

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| **7. LAY-UP** | | |
| Preparation | Execution | Completion |
| * Dribble with control * Eyes on the basket * Ball in both hands in the movement to the basket * Once dribble has ceased – foot work is: right, left (jump) for a right-hand lay up | * Movement to near side of the basket to create appropriate angle * RH – flexion of left knee to apply vertical force Right leg should be at 90° and driving up (knee at waist height) * Elbow extension of shooting arm allowing for one-hand release * Wrist flexion and finger extension to release ball at maximum height * Height of elbow at release on or above eye level, in front of shooting eye (right eye, right hand) | * Ball contacts top corners of small square (on a 45° lay up) * Balanced landing with flexion of knees to absorb impact |

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| **8. PASSING (CONTESTED)** | | |
| Preparation | Execution | Completion |
| * Offensive stance (Triple Threat) * Ball gripped strongly with pads of fingers * Overhead: hands on the sides of the ball * Push: one hand behind the ball (fingers upwards) and other hand on the side of the ball (fingers forwards) | * Recognition of target * Selection of space (over/under defender’s arms or overhead) to deliver pass * Elbows are flexed to draw the ball above the head or for a push pass to the side of the body * Force is transferred by stepping toward target, transferring weight to front foot and extending the elbow | * Optimal angle of release with appropriate force to reach the target * Accuracy (ball hits receiver’s target hand) |

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| **9. SHOOTING – CATCH AND SHOOT JUMP SHOT** | | |
| Preparation | Execution | Completion |
| * Shoulders square to the basket * Knees flexed * Target (both hands up) is provided for the passer * Step is into the pass * Catch is made with both hands | * Catch in the air * A jump or stride stop is used (non-shooting foot lands first) * Shooting hand under the ball, wrist flexed creates a 90° angle between forearm and wrist * Ball is raised vertically through line of sight * Extension of legs to provide power and vertical jump (off the ground) * Arm extension to full elbow lock and snap of the wrist | * Leaving the ground and landing are on the same spot on the balls of the feet in a bouncing action for a 2-count * Follow through position is held with middle three fingers directed at the target until the ball hits the rim * Follow through position of arms is held , usually for two counts, until the ball hits the rim * Ball travels with back spin |

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| **10. SHOOTING – ONE DRIBBLE JUMP SHOT** | | |
| Preparation | Execution | Completion |
| * Triple Threat position * Onside – RH (dribble with right hand) * Crossover – the ball is ripped to opposite hip then dribble | * Extension of legs to provide power and execute vertical jump * Elbow at 90° pointing at the basket, shooting hand under the ball * Arm extends upward * Ball released just before maximum height of jump | * Leaving the ground and landing are on the same spot on the balls of the feet in a bouncing action for a 2-count * Follow through position is held with middle three fingers directed at the target until the ball hits the rim * Follow through position of arms is held , usually for two counts, until the ball hits the rim * Ball travels with back spin |
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| **11. SCREENING** | | |
| Preparation | Execution | Completion |
| * Screener jumps to a complete stop * Wide stance to create a solid base of support * Hands in front of the chest to protect the body * Slight flexion of the knees | * Screen is set using a jump stop at a perpendicular angle or facing the defender’s back) * Stationary position is maintained * Once ball carrier has dribbled past shoulders, reverse pivot is performed (so that hips face the ball) | * Successful separation of screener and cutter into available court space * Direction taken by screener and cutter is determined by defence |
| * The defender is identified * Sprint into the screen   Stop is performed 1 step from defender | * Screen is set using a jump stop at a perpendicular angle or facing the defender’s back * Cutter moves past the screener’s shoulders and cuts at an appropriate angle to space (looking to receive the ball)   Screener reverse pivots and based on space taken by cutter, separates from cutter to open court space | * Successful separation of screener and cutter into available court space   Direction taken by screener and cutter is determined by defence |

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| **12. DEFENCE – ON BALL CONTAINMENT** | | |
| Preparation | Execution | Completion |
| * Same stance as defensive slide   + Feet shoulder-width apart   + Back straight   + Knees slightly flexed   + Head and eyes up * Position is on line between ball (offensive player) and basket | * Same as defensive slide execution   + Step/slide movement maintaining stance   + The foot, the side of the offensive player is moving towards, moves first with no leg crossover   + Toes of lead foot point in the direction of the step   + Contact with ground is with balls of feet (heels off the ground) * Gap is maintained (arm’s length from feet of offensive player) | * Low centre of gravity maintained throughout the slide * Offensive ball carrier is contained * Ball, defender, basket relationship is maintained |