Year 11 and 12 Courses

Certificate II in Sports Coaching

Overview
Develop your passion for Sports to a professional level, with a comprehensive course providing all-round skills in Sports coaching. Obtain the advanced technical skills and knowledge required to deliver Sports programs in coaching. With employment opportunities as a Sports coach, it’s the perfect course to ensure your career achieves great results.

Outline
This is a VET course aimed at students who have a keen interest in sports performance and Coaching. Students will develop a wide range of skills including organisational skills, management skills and interpersonal skills. It is a practical based course that will allow students to get a real feel for what’s involved in the sporting and coaching industry.

Sports Coaching runs over year 11 & 12 and is broken in 8 core units and 5 elective units. On completion of this course you will have the following employability skills/qualifications
- Sports/Senior First Aid certificate
- Sports training experience
- Basketball coaching experience
- Coaching individuals with disabilities
- Leadership skills
- Interpersonal skills
- Coaching junior players

Certificate II Outdoor Recreation

Overview
Develop your passion for the outdoors to a work place standard.

Outline
This is a VET course aimed at students who have a keen interest the outdoors. Students will develop a wide range of skills including organisational skills, management skills and interpersonal skills. It is a practical based course that will allow students to get a real feel for what’s involved in the working in the Outdoor Recreation industry.

Outdoor Recreation runs over year 11 & 12 and is broken in 8 core units and 5 elective units. On completion of this course you will have the following employability skills/qualifications
- Sports/Senior First Aid certificate
- Sports training experience
- Hiking and Camp craft skills
- Canoeing and seas Kayaking skills
- Surfing and water safety skills
- Weather prediction and preparation skills
- Leadership skills
- Interpersonal skills
Physical Education Studies ATAR Course
Year 11 - Unit 1 and Unit 2

Overview

The Physical Education Studies ATAR course focuses on the complex interrelationships between motor learning and psychological, biomechanical and physiological factors that influence individual and team performance. Students engage as performers, leaders, coaches, analysts and planners of physical activity. Physical activity serves both as a source of content and data and as a medium for learning.

Learning in the Physical Education Studies ATAR course cannot be separated from active participation in physical activities, and involves students in closely integrated written, oral and physical learning experiences, based upon the study of selected physical activities.

The course appeals to students with varying backgrounds, physical activity knowledge and dispositions. Students analyze the performance of themselves and others apply theoretical principles and plan programs to enhance performance. Physical activity and sport are used to develop skills and performance along with an understanding of physiological, anatomical, psychological, biomechanical and skill learning applications.

The course prepares students for a variety of post-school pathways, including immediate employment or tertiary studies. It provides students with an increasingly diverse range of employment opportunities in the sport, leisure and recreation industries, education, sport development, youth work, and health and medical fields linked to physical activity and sport. The course also equips students to take on volunteer and leadership roles in community activities.

Outline
The course content is divided into six interrelated content areas:
• Developing physical skills and tactics
• Motor learning and coaching
• Functional anatomy
• Biomechanics
• Exercise physiology
• Sport psychology.

Physical Education Studies ATAR Course
Year 12 - Unit 3 and Unit 4

Overview

The focus of this unit is to provide opportunities for students to build upon their acquired physical skills and biomechanical, physiological and psychological understandings to improve their own and others’ performance in physical activity.

On completion of this unit, students should be able to:
• analyze proficiency of movement skills in a selected sport
• adjust and refine movement skills in modified competitive situations
• define transfer of learning and understand its effects
• evaluate the different types of transfer and their impact on skill execution and movement efficiency
• analyze movement skills of self and others and design coaching/teaching programs to improve performance
• define and relate the following biomechanical principles: momentum, impulse momentum, coefficient of restitution, levers, moment of inertia and angular momentum
• understand and describe the microstructure of skeletal muscles and how they contract
• understand the relationship between muscle contraction and the amount of force exerted
• investigate the relationship between nutritional requirements and energy demands during physical activity
• understand the implications of preparing and performing in different environmental conditions
• explain the physiological impact of performance enhancers
• understand the influence that age, gender, skill level and type of activity has on mental skills.

The focus of these units is to extend students’ understanding of complex biomechanical, psychological and physiological concepts to evaluate their own and others’ performance.

On completion of this unit, students should be able to:

• adapt and implement strategic responses varying in complexity to situational demands in modified competitive practical situations
• analyze and reflect on self and others’ performance
• explain and apply fluid mechanics such as spin, Bernoulli’s principle and drag in specific physical activities
• apply biomechanical principles to analyze and evaluate specific skills
• understand the role of the neuromuscular systems in relation to muscle function
• identify fast and slow twitch fibers and their relationship to physical performance types
• critically evaluate training programs designed to improve performance
• analyze mental skills strategies used pre, during and post-performance to manage stress, motivation, concentration, arousal levels and self-confidence
• apply Carron’s model of group cohesion to analyze participation in physical activity.

Outline
Course Content
The course content is divided into six interrelated content areas:
• developing physical skills, strategies and tactics
• motor learning and coaching
• functional anatomy
• biomechanics
• exercise physiology
• sports psychology

Physical Education Studies GENERAL Course
Year 11 - Unit 1 and Unit 2

Overview

Unit 1

Unit description
The focus of this unit is the development of students’ knowledge, understanding and application of anatomical, physiological and practical factors associated with performing in physical activities.

Unit 2

Unit description
The focus of this unit is the impact of physical activity on the body’s anatomical and physiological systems. Students are introduced to these concepts which support them to improve their performance as team members and/or individuals.
Physical Education Studies GENERAL Course

Year 12 - Unit 3 and Unit 4

Overview

Unit 3
The focus of this unit is simple movement, biomechanical, physiological, psychological, functional anatomy and motor leaning concepts. The understanding of the relationship between skill, movement production and fitness will be further enhanced as students develop and improve.

Unit 4
The focus of this unit is for students to assess their own and others' movement competency, and identify areas for improvement. They will build on their knowledge of training principles, nutrition and goal setting concepts to enhance their own and others’ performance in physical activity.
Health Studies GENERAL Course
Year 11 - Unit 1 and Unit 2

Overview

Unit 1
This unit focuses on personal health and wellbeing and what it means to be healthy. Students explore factors which influence their health, and design action plans to improve health and achieve set goals. Key consumer health skills and concepts, and the relationship between beliefs, attitudes, values and health behaviour, and the impact of social and cultural norms, are introduced. Key self-management and interpersonal skills required to build effective relationships are explored. Health inquiry skills are developed and applied to investigate and report on health issues.

Unit 2
This unit focuses on personal health and introduces the many factors which influence health. The notion of prevention is central to this unit, and students explore actions, skills and strategies to cope with health influences and improve health. In addition to health determinants, the influence of cognitive dissonance on decision making and the role of communities in shaping norms and expectations are explored. Self-management and cooperative skills are examined and students continue to develop and apply health inquiry skills.

Health Studies GENERAL Course
Year 12 - Unit 3 and Unit 4

Structure of the syllabus
The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3
This unit focuses on building students’ knowledge and understandings of health determinants and their interaction and contribution to personal and community health. Students define and consolidate understandings of health promotion and are introduced to key health literacy skills. Students expand on their understanding of the impact of beliefs on health behaviour and continue to develop personal and interpersonal skills which support health. Inquiry skills are consolidated and applied, including the ability to identify trends and patterns in data.

Unit 4
This unit focuses on the impact of health determinants on personal and community health. The concept of community development and the importance of participation and empowerment are introduced. Students learn about Australia’s National Health Priority Areas (NHPAs) and preventive strategies to reduce risk and contribute to better health. The use of social marketing in health is explored and students are introduced to emotional intelligence as a mechanism for perceiving, controlling and evaluating emotions. Students continue to refine inquiry skills as they address relevant issues and produce insightful and well-researched reports.