

A close-up photograph of a brown basketball with black lines, resting on a light-colored wooden basketball court floor. The ball is positioned on the left side of the frame, and the floor has a black line running across it. The background is dark, making the ball and floor stand out.

Physical Education

Stage 1 (Year 11)

Stage 2 (Year 12)



COURSE OVERVIEW

PE students learn about physical activity in regards to participation and performance. They experientially explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. Physical activities can include sports, theme-based games, fitness and recreational activities.



IN, THROUGH AND ABOUT MOVEMENT

- Education 'in' physical activity involves students making meaning of personal movement experiences. Through these movement experiences, students engage in thoughtful participation where skills of internal reflection and articulation of learning progress are developed.
- Education 'through' physical activity involves students using movement to strengthen their personal, intellectual, and social skill development. Such skill development allows students to engage more purposefully in physical activity.
- Education 'about' physical activity involves students developing an understanding of biophysical, psychological, and sociocultural domains through participation in physical activity. These domains are developed through the exploration of movement concepts and strategies within physical activity contexts.





ASSESSMENT

Stage 1

Assessment Type 1: Performance Improvement

- For a 10-credit subject, students should provide evidence of their learning through one performance improvement task

Assessment Type 2: Physical Activity Investigation

- For a 10-credit subject, students should provide evidence of their learning through one physical activity investigation task



No exam!

Stage 2

School Assessment

Assessment Type 1: Diagnostics (30%)

- Students undertake two or three diagnostics tasks (each maximum 1000 words).

Assessment Type 2: Improvement Analysis (40%)

- Students undertake one improvement analysis task. This task has two interconnected parts: portfolio of evidence and evaluation (1500 words).

External Assessment

Assessment Type 3: Group Dynamics (30%)

- Students undertake one group dynamics task. The evidence for the evaluation and analysis of this task is a maximum of 12 minutes for a multimodal presentation, or a maximum of 2000 words.

CAREER PATHWAYS



BACHELOR OF HEALTH SCIENCE (PUBLIC HEALTH)



BACHELOR OF HUMAN MOVEMENT



BACHELOR OF EXERCISE AND SPORT SCIENCE



BACHELOR OF CLINICAL EXERCISE PHYSIOLOGY (HONOURS)

- Public health research officer
- Health promotion officer
- Epidemiologist
- Data analyst
- Wellness and lifestyle coordinator
- Community development officer
- Women's health officer

- Outdoor education and recreation instructor
- Physical training coordinator
- Allied health worker
- Sports coach
- Sport development officer
- Nutrition advisor
- Physical Education Teacher

- Accredited exercise scientist
- Physical training specialist
- Strength and conditioning coach
- Personal Trainer
- Fitness Instructor

- Accredited exercise physiologist, working with:
 - Elite athletes
 - Sports Teams
 - Sporting Clubs
 - Sporting Associations and Governing Bodies e.g. AFL, SACA, SASI





More Information/ Questions?

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