

# **Physical Education**

## **Upper Secondary Syllabus**



Papua New Guinea  
Department of Education

Issued free to schools by the Department of Education

Published in 2008 by the Department of Education, Papua New Guinea

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ISBN 978-9980-9922-2-2

## **Acknowledgements**

The Upper Secondary Physical Education Syllabus was written, edited and formatted by the Curriculum Development Division of the Department of Education. The development of the syllabus was coordinated by Rodney Topa Sumale.

Writers from schools, tertiary institutions and non-government organisations across the country have contributed to the writing of this syllabus through specialist writing workshops and consultations. Quality assurance groups and the Physical Education Subject Advisory Committee have also contributed to the development of this syllabus.

This document was developed with the support of the Australian Government through the Education Capacity Building Program.

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## Secretary's message

This Physical Education syllabus is to be used by teachers to teach Upper Secondary students (Grades 11 and 12) throughout Papua New Guinea. This syllabus builds upon concepts, skills and attitudes learnt in Lower Secondary and provides a sound foundation for further learning.

The Upper Secondary Physical Education Syllabus contributes to integral human development as it is based on the students' physical environments, societies and cultures. It links to the National Education Plan's vision, which states that secondary education enables students to achieve their individual potential to lead productive lives as members of the local, national and international community.

Physical activity and sport are very important and play vital roles in the lives of many Papua New Guineans. Sports and sporting events have the potential and power to unite Papua New Guineans together as one people and one nation, despite their diverse cultures and backgrounds.

Physical Education is a vital element in a comprehensive and well-balanced reform curriculum. It is a major contributing factor in the development of an individual's physical, social, mental and emotional well-being; that is, in all aspects of his or her life.

Physical education provides an opportunity for students to develop and apply life skills such as problem solving, negotiation, decision making and working collaboratively in a wide variety of situations. Students learn the importance of sportsmanship and understand that there is much more to sports and physical activity than winning or losing.

Students are encouraged to participate in sports and physical activity programs that have physiological and mental benefits to them, and which will help prolong their lives.

I commend and approve this syllabus as the official curriculum for Physical Education to be used in all schools with Grades 11 and 12 students throughout Papua New Guinea.



**DR JOSEPH PAGELIO**

Secretary for Education

# Introduction

This syllabus is based on the curriculum principles from the National Curriculum Statement. It has been designed using learning outcomes that identify the knowledge, skills, attitudes and values that all students achieve or demonstrate by the end of Grade 12. It is linked to the national curriculum learning area Culture and Community and builds on the knowledge and skills students have learnt since elementary grades.

This Physical Education syllabus offers a number of pathways to post-secondary study and the workforce. It has specialised and general applications in both areas.

<b>Lower Secondary Personal Development</b>	<b>Lower Secondary Personal Development</b>	<b>Upper Secondary Physical Education</b>	<b>Upper Secondary Physical Education</b>
<b>Strands</b>	<b>Units</b>	<b>Strands</b>	<b>Units</b>
Relationships and character development Healthy living Spirituality	Sport and Fitness Who am I? Fitness and Me Health The Papua New Guinean Way Reproductive and Sexual Health Family and Relationships Universal Values	Moving body in action Health and care in physical activity Socio-psychological elements of physical activity Administration in sports and physical activity Recreation, leisure and careers in physical activity (outdoor education)	Moving Body in Action Health and Care in Physical Activity Administration in Sports and Physical Activity Analysis of Physical Activity Socio-psychological Elements of Physical Activity Recreation, Leisure and Careers in Physical Activity (outdoor education)

Assessment is an important component of teaching for learning and is integrated into the learning and teaching activities of Physical Education. Continuous assessment in Physical Education provides feedback to students and the teacher on students' progress towards achievement of the learning outcomes. It helps students improve their standards of achievement by knowing what they do well and where they need to improve. In Physical Education, teachers will gather evidence from students' work during the course of the term and use those continuous assessments to improve their teaching and students' learning.

Physical Education is the study of all areas of knowledge, concepts and skills pertaining to human movement and physical activity, the forms and contexts where these may take place, and how they contribute to healthy living. Students learn about and engage with these concepts, and apply the skills as they participate meaningfully both within and out of school.

This syllabus outlines the strands and units for all students in Grades 11 and 12 as outlined in the table above.

The learning in Physical Education is more meaningful and interesting when students are engaged in activities that are designed to promote physical fitness and wellness, develop and enrich motor skills and performance understanding, examine their own and their peers' physical activities and the variety of ways that these may occur, and so are personally involved in all aspects of the course.

Through the Physical Education syllabus, students have the opportunity to:

- understand the importance of obtaining and maintaining a high level of physical fitness
- participate in a wide variety of physical activities to foster the desire to maintain an active and healthy lifestyle
- enhance physiological and motor skills development
- develop their sense of fair play, teamwork and socially desirable behaviour
- enhance self-esteem.

Physical Education builds on learning from Lower Secondary where the focus is on developing the person through teaching and attaining the basic and necessary skills and applying them in various situations.

Physical Education is to be timetabled for 240–250 minutes per week in Grades 11 and 12.

## Rationale

Physical activity and movement is central to who we are as Papua New Guineans. It is part of being human; it is part of our culture. Traditional games and play blend with modern social and professional representation. Knowledge and participation is expanding. The study of Physical Education will enrich this understanding and appreciation of inherent knowledge, concepts and skills. Being widespread across towns, regions and the country, physical activity and sports have the capacity to contribute to nation building. They contribute strongly to integral human development.

Physical Education at the Upper Secondary level informs students about human movement and the settings where it takes place. This knowledge and skills provide essential opportunities for students to consider themselves and their bodies. How people move reflects their membership of specialised groups, their families, communities, societies and cultures in Papua New Guinea, and the various influences that may modify this movement.

At the Upper Secondary level, students engage in systematic learning activities at a more complex level. Building upon their Lower Secondary knowledge and skills, they think critically about movement performance. They examine and research; they gather data for analysis, synthesis, comparison and the formulation of hypotheses with possibilities for further inquiry. They use research tools and processes, as well as applying practical skills within their learning. In so doing, constructive attitudes, values and understandings about physical activity throughout Papua New Guinea will be developed and enriched.

Physical Education encourages students' lifelong participation in healthy active lifestyles for holistic wellness.

## Aims

Physical Education aims to enable students to:

- understand the body and how it moves
- value healthy active lifestyles and what this means, and the different ways such a lifestyle may be safely and enjoyably achieved for each person or group
- appreciate that human physical activity is a social as well as mental and physical activity
- enrich and enjoy their lives as Papua New Guineans
- appreciate and value the diversity of Papua New Guinean culture and beliefs through the study of Physical Education.

## Strands

The study of Physical Education is described in the following strands:

- 'Moving body in action'
- 'Health and care in physical activity'
- 'Socio-psychological elements of physical activity'
- 'Administration in sports and physical activity'
- 'Recreation, leisure and careers in physical activity (outdoor education)'
- 'Analysis of physical activity'

### **Moving body in action**

Body and movement are central to Physical Education. The body's structure is examined as a whole, looking specifically at the integrated functioning of the systems, energy, forces and motion that provide movements. Individual movement capacity and ways of improving performance are examined.

### **Health and care in physical activity**

Fitness is central to health and effective participation in physical activity. Fitness may be developed for specific movement, but needs to be maintained for efficiency. An understanding of nutrition and its contribution to performance is vital. Injuries do occur, but prevention strategies may be implemented. Knowledge of immediate assistance and recovery needs contributes to satisfactory overall participation and performance.

### **Socio-psychological elements of physical activity**

Individuals participate in physical activity, as members of groups, communities and society. Several factors that influence levels of successful participation are considered. Other factors affecting individual behaviour and performance are considered under basic principles of sport psychology.

### **Administration in sports and physical activity**

Formal organisation of sports and other physical activities requires careful planning, programming and management. Understanding the various requirements contributes to enjoyable, successful and safe events for all involved, whether locally, nationally or internationally.

### **Recreation, leisure and careers in physical activity**

Physical activity outside sport reflects our diverse communities and regions, with many opportunities for work and play. Adventure and outdoor leisure skills are examined for their personal, social, physical and economic value. An understanding of Physical Education can lead to career opportunities.

### **Analysis of physical activity**

Selecting a specific activity allows students to express individuality. The selected activity is examined, and analysed in depth over the year, using learning within the five strand themes as reference standards.

## Learning outcomes

The Physical Education learning outcomes listed below identify the knowledge, skills, attitudes and values all students achieve or demonstrate at the end of Grade 12. The learning outcomes form the basis for student assessment. Students can:

1. explain the roles that systems, energy, forces and motion play in their contribution to movement, and their integration in exercise and performance
2. design effective and appropriate fitness programs for themselves and others
3. carry out physical activities incorporating safe and preventive strategies
4. describe the diverse scope of people's participation in physical activity, the levels of effectiveness of this participation, and factors that may influence this effectiveness
5. implement and conduct sports events and physical activities, responding to all requirements of efficient coordination, cooperation, and management
6. demonstrate an understanding of the benefits of outdoor leisure activities
7. analyse a chosen physical activity in a systematic way, taking participatory, leadership and research roles
8. display enjoyment of physical activity through modelling, leadership and high-level participation.

Learning outcomes mapped against units						
Learning outcomes	Unit					
	11.1	11.2	11.3	12.1	12.2	12.3
1. Explain the roles that systems, energy, forces and motion play in their contribution to movement, and their integration in exercise and performance	✓					
2. Design effective and appropriate fitness programs for themselves and others		✓				
3. Carry out physical activities incorporating safe and preventive strategies		✓				
4. Describe the diverse scope of people's participation in physical activity, the levels of effectiveness of this participation, and factors that may influence this effectiveness					✓	
5. Implement and conduct sports events and physical activities, responding to all requirements of efficient coordination, cooperation and management			✓			
6. Demonstrate an understanding of the benefits of outdoor leisure activities						✓
7. Analyse a chosen physical activity in a systematic way, taking participatory, leadership and research roles				✓		
8. Display enjoyment of physical activity through modelling, leadership and high-level participation						✓

## Unit sequence and content

Grade 11 units	Grade 12 units
<p><b>11.1 Moving Body in Action</b> <i>10 weeks</i></p> <ul style="list-style-type: none"> <li>• Anatomy</li> <li>• Physiology</li> <li>• Biomechanics</li> </ul> <p><b>11.2 Health and Care in Physical Activity</b> <i>9 weeks</i></p> <ul style="list-style-type: none"> <li>• Preparation for participation</li> <li>• Maintaining fitness</li> <li>• Injury prevention and treatment</li> </ul> <p><b>11.3 Administration in Sports and Physical Activity</b> <i>13 weeks</i></p> <ul style="list-style-type: none"> <li>• Organisation and management</li> </ul>	<p><b>12.1 Analysis of Physical Activity</b> <i>Full year</i></p> <p><b>12.2 Socio-psychological Elements of Physical Activity</b> <i>10 weeks</i></p> <ul style="list-style-type: none"> <li>• Sociological</li> <li>• Psychological</li> </ul> <p><b>12.3 Recreation, Leisure and Careers in Physical Activity (outdoor education)</b> <i>10 weeks</i></p> <ul style="list-style-type: none"> <li>• Papua New Guinean activities and possibilities</li> <li>• Career paths</li> </ul>

## Grade 11 units

### 11.1 Moving Body in Action

10 weeks

As the body and movement are central to Physical Education, the structure of the body is examined as a whole, looking specifically at the integrated functioning of the systems, energy, forces and motion that provide movements. Individual movement capacity and ways of improving performance are examined. Using as much practical testing as possible, students measure physical performance, building on basic anatomical and physiological functions with biomechanical understandings. Factors such as individuality and environment are considered, as are ways to improve performance. Students engage in practical field testing, using measurement, observation and analytical skills supported by focused teaching. Students identify a physical activity to investigate in depth during Grade 12.

#### Learning outcomes

Students can:

1. explain the roles that systems, energy, forces and motion play in their contribution to movement, and their integration in exercise and performance.

#### To achieve the learning outcome, students:

- explain anatomical structure; describe the functions of body systems, energy, forces and motion, and how they cooperate in producing movement
- apply accurate field testing procedures and research protocols to investigate, measure, record and analyse the contributory components of movement
- recommend ways of improving performance based on understanding the needs of the individual and the activity.

#### Content

Students acquire knowledge and skills through the learning and teaching of this content.

##### **Anatomy**

*Systems that emphasise body movement*

- skeletal system: functions, types of bones

*Human joints*

- fibrous joints
- cartilaginous joints

- synovial joints
  - types of synovial joints: hinge, pivotal, gliding, ball and socket

*The muscular system*

- functions
- types of muscles
  - smooth
  - cardiac
  - skeletal
- characteristics of all muscles
- types of muscle fibres
  - slow-twitch fibres
  - fast-twitch fibres
  - different functions of different fibres

*The circulatory system*

- composition of the blood
  - red blood cells
  - white blood cells
  - platelets
  - plasma
- functions of the blood: transport
- the blood vessels
  - arteries
  - capillaries
  - veins
- the heart
  - structure of the heart
  - how the heart works
  - heart beat and the heart rate
  - blood pressure

*The respiratory system*

- the structure
- the breathing mechanism
  - inspiration
  - expiration

*Central nervous system*

- the structure
- the brain and locomotion
- neural pathways
  - initiating, controlling locomotion
  - voluntary motion
  - involuntary motion

## Physiology

### *Work, power and energy*

- power is a rate of change
- energy is conserved
- work and energy are related
- sources of nutrients: (fats, carbohydrates, protein)
- chemical breakdown of nutrients: glucose, glycogen, free fatty acids
- aerobic and anaerobic capacity
  - ATP CP system
  - lactic acid system
  - oxygen system

### *Physiological factors affecting performance*

- different functions of different muscle fibres
- muscular contraction
  - isotonic contraction
  - isometric contraction

### *Physiological differences*

- physical differences: body types
- the relationship between fibre type and various motor activities
  - marathon runners
  - swimmers
  - basketballers
  - 800m runners
  - weight lifters
  - sprinters

### *Improving physiological capacity*

- psychological readiness introduced
  - goal setting
  - arousal and anxiety
  - imagery
- analysing performance
- training program
  - suitable training methods
  - periodise training sessions

## Biomechanics

### *Linear and angular motion*

- linear motion
- angular or rotational motion

*Newton's laws of motion*

- the law of inertia
- the law of acceleration
- the law of action and reaction
- levers and leverage
  - fulcrum
  - force
  - resistance

*Factors influencing motion*

- inertia
- speed
- velocity
- mass and weight
- acceleration
- gravitational acceleration
- friction
- resistance
- force of gravity

*Centre of gravity and stability*

- centre of gravity and the human body
- determining the centre of gravity
- equilibrium and stability

*Forces and torques*

- force and magnitude
- torque: the turning effect of force
- resultant forces and torques

*Projectile motion and motion in fluids*

- what is a projectile?
- factors affecting the flight of a projectile
  - angle of release
  - height of release
  - speed of release
- flight and fluid resistance
  - shape
  - size
  - speed
  - smoothness
- spin and swerve
  - angle of approach
  - rebound
  - hydrodynamic forces

## 11.2 Health and Care in Physical Activity

9 weeks

This unit builds on the basic health care covered in Lower Secondary, and links to Personal Development. Fitness is central to both health and effective participation in physical activity; and significant in promoting healthy lifestyles.

Fitness may be developed for specific movement, but needs to be maintained for efficiency. An in-depth understanding of nutrition and its contribution to performance is important.

While injuries do occur during physical activity, prevention strategies may be implemented. Knowing what the immediate assistance and recovery needs are contributes to a satisfactory return to participation and performance.

### Learning outcomes

Students can:

2. design effective and appropriate fitness programs for themselves and others
3. carry out physical activities incorporating safe, preventive strategies.

#### **To achieve the learning outcomes, students:**

- analyse the aspects of fitness needed to effectively prepare for participating in physical activity
- apply knowledge and understanding of nutrition and exercise, describing how they are significant to maintaining fitness
- demonstrate and apply basic management strategies for injury prevention and treatment, and appreciate the need for adequate recovery from injury.

### Content

Students acquire knowledge and skills through the learning and teaching of this content.

#### **Preparation for participation**

##### *Fitness for health*

- health benefits associated with regular physical activities or exercise
- some common illnesses or diseases related to the lack of physical activity or exercise
- opportunities in the community for physical activity
- ways to build and promote a healthy community through physical activity
- is it necessary to be physically fit?
- activities other than fitness or exercise programs that promote health

- why people see fitness as a difficult method of improving health and/or lifestyles:
  - poor nutrition
  - obesity
  - low self-esteem
- exercise before and after puberty
- teenage view of fitness
  - positives
  - negatives
- aging and fitness

*Fitness for specific activity or performance*

- review of fitness components
  - strength
  - power
  - agility
  - flexibility
  - balance and coordination
  - muscular endurance
  - aerobic capacity (stamina)
  - anaerobic capacity
  - body composition
- importance of fitness in sport performance
- common fitness activities at home
- measuring fitness
  - fitness testing (5–7 fitness components)
  - resistance circuit (7–10 activities)

**Maintaining fitness**

*Nutrition for exercise*

- balanced nutrition
  - the right kinds of food to eat
  - available local foods to provide a balanced diet
- personal eating habits
- diet-related problems
- influences on personal eating habits
- differences in being underweight, overweight and obese
- sports and diet
  - foods for activity
  - different sports and their diets
  - importance of water and other fluids
- eating during an activity
- how much water to take before, during and after exercise or sport

- differences between underweight, overweight and obesity against stable weight

### **Injury prevention and treatment**

#### *Prevention*

- importance of injury prevention
- ways to prevent sport or exercise injuries
  - warm up
  - cool down
  - other preventive measures: equipment or facility; others

#### *Treatment*

- review basic first aid
- types of sports injuries
  - soft-tissue injury
  - hard-tissue injury
- treatment of sports injuries
- the RICE regime (rest, ice, compression, elevation)
- how to examine before treating:
  - SALTAPS (stop play, ask, look, touch, active movements, passive movements, stand up and play!)
  - where SALTAPS impossible, immediate professional care applies

#### *Recovery and rehabilitation*

- What is 'recovery' and 'rehabilitation'?
  - definitions
- rehabilitation of soft and hard-tissue injuries
- strapping
- cooperating with the athlete's healthcare professional

## 11.3 Administration in Sport and Physical Activity

13 weeks

In this unit, students demonstrate knowledge, understanding and skills to administer sports and physical activities locally, and consider how these activities are planned nationally and internationally. For sports and physical activities to be planned and managed effectively, students need to understand and practise skills learned, applying these for successful, enjoyable and safe events for all involved.

The unit also broadens students' knowledge and understanding of sports, not just as a physical activity, but linked to other requirements like liability, insurance and various resources to be applied in the sports organisation.

Students may be given chances to attend sporting courses organised locally and officiate in organised tournaments where necessary.

### Learning outcomes

Students can:

5. implement and conduct sports events and physical activities, responding to all requirements of efficient coordination, cooperation, and management.

#### To achieve the learning outcome, students:

- describe how administrative procedures support successful performance outcomes
- demonstrate leadership skills and a capacity to work cooperatively in movement contexts
- design programs that respond to performance needs and ways to enhance safety, enjoyment and success in physical activity.

### Content

Students acquire knowledge and skills through the learning and teaching of this content.

#### Organisation and management

##### *Organisational structures and procedures*

- club structures
- executive positions
- meetings
  - meeting procedures
  - role of chair
  - minutes
- constitutions and liabilities

*Competitive events*

- types of competition
  - round robin
  - ladder
  - knock-out
- event management
- types of events
  - carnivals
  - competitions
  - corporate events
  - community events
  - school sports

*Financial planning*

- budgeting
  - content
- sponsorship
- purchasing

*Legal and safety requirements*

- insurance
- duty of care

*Equipment and facilities responsibilities*

- field marking
- equipment management
  - storage
  - maintenance

*Evaluating an event*

- participant feedback
- reporting mechanisms
- public and media relations

## Grade 12 units

### 12.1 Analysis of Physical Activity

Full year

In this major project, students systematically investigate a physical activity. Choosing the activity allows them to express individuality. The activity is examined and analysed in-depth over the year, using the four major strand themes as reference standards. Working independently but with teacher guidance, students use a range of activities to gather data, participate themselves and compile a presentation to submit as a major project. Students draw on content, concepts and skills covered in Grades 11 and 12 to provide a comprehensive report in assessable format(s).

#### Learning outcomes

Students can:

7. analyse a chosen physical activity in a systematic way, taking participatory, leadership and research roles.

#### To achieve the learning outcome, students:

- draw together unit knowledge, concepts and skills to investigate and perform in a chosen activity
- work independently under teacher guidance to develop further higher order skills in data collection, synthesis, analysis and reporting.

#### Content

Students acquire knowledge and skills through the learning and teaching of this content. The two broad learning aspects are:

##### Physical participation

Physical participation to a highly proficient level, in one or more roles: as participant; as coach; as official or administrator

##### Theoretical understanding and application

- history: origins; Papua New Guinean status
- specific physiology and movement analysis
- specific performance enhancement, including:
  - specific fitness
  - specific training principles
  - match strategy development
  - applied psychological principles
- associated coaching; officiating; administration.

## 12.2 Socio-psychological Elements of Physical Activity

10 weeks

In this unit students critically analyse the socio-psychological perspectives that have an impact on people's physical activity, as members of groups, communities and society in Papua New Guinea. As a result of studying this unit, students learn to critically analyse several issues that affect people's involvement in physical activity. Students examine a range of influences that may modify physical activity, such as media, economics, power and global expectations. Advances in technology and substances that enhance performance are also studied.

Students also explore several psychological concepts in the context of physical activity, and examine how these may improve performance, particularly in competitive contexts. Students consider key principles that contribute to appropriate behaviour and responses in sports contexts.

### Learning outcomes

Students can:

4. describe the diverse scope of people's participation in physical activity, the levels of effectiveness of this participation, and factors that may influence this effectiveness.

#### To achieve the learning outcome, students:

- explain social and community issues that affect people's participation in physical activity
- evaluate social and individual changes in physical activity contexts throughout time that affect the present and may influence the future
- describe factors that explain an individual's performance and behaviour during physical activity
- identify factors that affect participants' behaviour and performance in physical activity.

### Content

Students acquire knowledge and skills through the learning and teaching of this content.

#### Social

##### *Equity*

- access and opportunity
  - equal opportunity for all?
  - groups targeted for equity programs; for example, girls, mothers, disability groups
  - identifying factors contributing to inequity

*Body, culture and physical activity*

- understanding 'bodies'
  - social construction of bodies: naturalistic view; constructionist view
- sport and the 'ideal body'
  - body image
  - media representations
- changing social values
  - how the body, attire and so on are viewed in response to changes in society's values
- media representations of the body
  - linking bodies to selling products
  - associating social values to bodies

*Patterns of participation and social factors*

- physically active adults in Papua New Guinea
  - patterns of participation in physical activity in Papua New Guinea
  - links to available activities
  - Papua New Guinean lifestyle
- types of physical activity in Papua New Guinea
  - activity types and ages
  - sedentary lifestyle
  - reasons for non-participation
- associated costs involved in participating in physical activity; examples

*Spectatorship*

- watching sport in Papua New Guinea
  - sport as entertainment
  - television's role
  - attendance: costs; risks of being caught up in violence

*Money, media and power*

- sport and exercise as commodities
  - brand-name clothing, shoes and equipment: image
  - peer and media pressure on choices
  - resulting impact on sport and physical activity
- commercialisation of sport
  - wealth generation and profit-making
  - marketability of sport
  - marketability of elite athletes
  - changes to sport to meet consumer demands
  - expansion of sport and fitness industry
  - meeting health needs
- technology and physical activity
  - technology and science's contribution to improved performance
  - performance-enhancing substances

- rule and venue changes
- power and politics in sport
  - political attempts to influence sport
  - political attempts to benefit from sport and physical activity
  - using sports and major events as a platform to promote values, ideologies, terror

#### *Gender*

- gender issues
  - unequal treatment of women and girls in sports and physical activity
  - media influences and reporting
  - market pressures: making sport 'sexier', more appealing

#### *Globalisation of sport*

- making sport, technology etc available internationally
- viewing, representation through telecommunications
  - reduced national perspectives, practices, values
  - elevated perspectives of 'powerful' nations such as USA, Europe, Australia; cost to Papua New Guinea ('cultural imperialism')
- nationalism

### **Psychological**

#### *Motivation and goal setting*

- task and ego orientations
  - individual's motivation, attention to tasks
  - perception of ability: task orientation (self-focused); ego orientation (other-focused)
- setting goals; setting specific goals
- types of goals
  - outcome goals (focus on result of an event; comparing oneself with other performers)
  - performance goals (concentrating solely on own performance)
  - process goals (focus on an aspect of technique)
  - 'SMART' goals
    - S**pecific
    - M**easurable
    - A**chievable
    - R**ealistic
    - T**ime-framed

#### *Arousal, anxiety, and performance*

- managing arousal and anxiety
  - defining 'arousal' and 'anxiety'
  - 'inverted U' hypothesis
  - sport performance strategies
  - under-arousal

- effects of drugs on performance
- over-arousal

*Confidence and self-esteem*

- increasing confidence
  - defining 'self-esteem'
  - strategies for increasing confidence

*Concentration and refocusing*

- improving concentration and refocusing
  - attention focus
  - strategies for improving concentration and refocusing

*Mental imagery or visualisation*

- developing imagery skills; visualisation strategies

*Team performance*

- relationship between individual and team performance
  - group cohesion

## 12.3 Recreation, Leisure and Careers in Physical Activity

10 weeks

Physical activity outside sport includes many pursuits that reflect the diversity of Papua New Guinean communities and regions. Papua New Guinea holds many opportunities for both work and play. Adventure and outdoor leisure skills are examined for their personal, social, physical and economic value.

Students gather details of various outdoor pursuits, leisure and recreation activities available throughout Papua New Guinea. They may collect information from other South Pacific regions that reflect the Papua New Guinean context. Students may work on their own, or in small or large groups. Based upon their findings, they decide on suitable ways of recording, analysing and reporting, and forming generalisations and recommendations for the recreation and leisure industry.

Guests may be invited to represent their aspect of the industry. Students may visit various local related industries. Career opportunities in this field, as well as others where Physical Education can contribute, may be examined. Students' achievement of the learning outcomes may be demonstrated through oral, visual and written presentations.

### Learning outcomes

Students can:

6. demonstrate an understanding of the benefits of outdoor leisure activities
8. display enjoyment of physical activity through modelling, leadership and high-level participation.

#### **To achieve the learning outcomes, students:**

- describe existing leisure, recreation and outdoor activities available in their region and nationally, and the possibilities for expansion
- evaluate the benefits to Papua New Guinea of these activities in appropriate physical, economic and other terms, and the potential for growth
- describe potential career path opportunities available through studying Physical Education
- compile a list of outdoor leisure activities available in their region, describing social, physical, economic and other benefits of them as a career, and as a pursuit in its own right.

### Content

Students acquire knowledge and skills through the learning and teaching of this content.

**Papua New Guinean activities and possibilities***Outdoor leisure*

- defining related concepts: 'leisure', 'recreation', 'pursuits'

*The industry*

- what it is, how it operates in Papua New Guinea
  - international comparisons

*Economics*

- contribution to Papua New Guinea's economy
  - bringing visitors to Papua New Guinea
  - Papua New Guineans visiting other regions

*Urban access*

- fitness facilities
- stadiums
- hotels and resorts
- other sports venues
- swimming pools
- beaches and rivers
- islands, lagoons, ocean

*Rural access*

- nationwide
- local community facilities
- opening the community to outside access

*Adventure activities*

- adventure activities include: trekking, rock climbing, sailing, canoeing, camping, snorkelling, scuba diving and more

**Career paths in Physical Education**

Considering Physical Education's contribution to:

*Tourism and hospitality*

- types of employment and jobs
  - training and qualifications
  - local, national and international: examples; opportunities

*Coaching*

- the place of personal interest and experience
  - training and qualifications
  - local, national and international: examples; opportunities

*Fitness*

- as a growing industry
  - experience

- training and qualifications
- opportunities

*Leisure*

- as a growing industry
  - experience
  - training and qualifications
  - opportunities

*Allied health*

A great need nationwide for:

- sports medicine and sports training
- nursing
- physiotherapy
- occupational therapy
- sports massage

*Government agencies*

- military
- police
- correctional services
  - contributions to society and the community
  - appropriate knowledge and skills base provided by Physical Education

## Assessment components, weightings and tasks

The internal assessment mark for Physical Education is to be based on the Grade 11–12 syllabus only. Final assessment should be based on a range and balance of assessment instruments.

### Grade 11 units

The suggested components, weightings and tasks for Grade 11 units are detailed below.

Assessment tasks must be selected according to the weightings under each component. A suggested number of tasks is given for each component.

#### Components, weighting and tasks for Grade 11 units

Component	Weighting	Tasks
Tests and applications	<b>60 (2 tasks)</b>	Individual student task: short answer tests, quizzes Application of learned concepts to new situations
Performance analysis and field testing work	<b>95 (4 tasks)</b>	Performance analysis using video and other imagery Movement demonstrations
Self-reporting and journals	<b>75 (3 tasks)</b>	Documenting own health and fitness status and performance; applying skills for improvement
Group work	<b>70 (2 tasks)</b>	Investigation, analysis and reporting
<b>Marks</b>	<b>300</b>	<b>11 assessment tasks</b>

## Grade 12 units

The suggested components, weightings and tasks for Grade 12 units are detailed below.

Assessment tasks must be selected according to the weightings under each component. A suggested number of tasks is given for each component.

### Components, weighting and tasks for Grade 12 units

Component	Weighting	Tasks
Research and reporting	<b>100 (3 tasks)</b>	Small group and individual research
Physical performance	<b>100 (4 tasks)</b>	Performance in chosen physical activity— competency and growth as: <ul style="list-style-type: none"> <li>• official</li> <li>• player</li> <li>• coach</li> </ul>
Group work	<b>100 (4 tasks)</b>	Shared responsibility in small group projects Team and partnerships: to plan, develop and implement adventure activities
<b>Marks</b>	<b>300</b>	<b>11 assessment tasks</b>

## Assessment and certification

The assessment and reporting practices described here are detailed further in the *National Assessment and Reporting Policy for Papua New Guinea* (2003) and in other support materials produced by the Department of Education.

### Assessment

The main purpose of assessment is to improve student learning.

Assessment needs to be *for* learning as well as *of* learning. It is used to evaluate and improve learning and teaching, report achievement and provide feedback to students on their progress.

Assessment measures students' achievement of learning outcomes as described in the syllabus. It is the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes.

Teaching and learning using an outcomes approach requires teachers to plan their teaching and assess learner performance in relation to outcomes using criteria derived from those outcomes. Assessment involves focusing less on whether a learner has 'passed' or 'failed' and more on what outcomes a learner has achieved and in which areas further support is required.

### Assessment in Physical Education

A student's achievement in Physical Education at the end of Grade 12 will be assessed against the learning outcomes. Assessment of student progress towards achieving these learning outcomes is cumulative throughout Grades 11 and 12.

It is important that teachers plan the learning and teaching sequence so that there is a balanced spread of assessment during the year. Some tasks, such as investigations or case studies, can be designed so that they are completed over a period of time rather than at the end of the unit. Other tasks can be done immediately the relevant section of the unit or topic has been covered.

High value is placed upon successful performance in practical physical activity by each student.

### Assessment for certification

A student's overall achievement in Physical Education will be internally assessed. Successful completion of the subject will be recorded on the national certificate.

### **Internal assessment**

Internal assessment provides a measure of a student's achievement based on a wide range of syllabus content and outcomes. For Physical Education the internal assessment marks will provide a summation of each student's achievements in Grades 11 and 12. The assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the tables on pages 25 and 26. A variety of tasks gives students the opportunity to demonstrate all the learning outcomes in different ways to improve the validity and reliability of the assessment.

All schools must meet the requirements for internal assessment as specified in the *Grade 12 Assessment, Examination and Certification Handbook*.

### **Recording**

All schools must meet the requirements for maintaining and submitting student records as specified in the *Grade 12 Assessment, Examination and Certification Handbook*.

### **Certification**

Candidates will be awarded the national certificate only if they meet all requirements for internal assessment. Eligibility rules for the award of the certificate are specified in the *Grade 12 Assessment, Examination and Certification Handbook*.