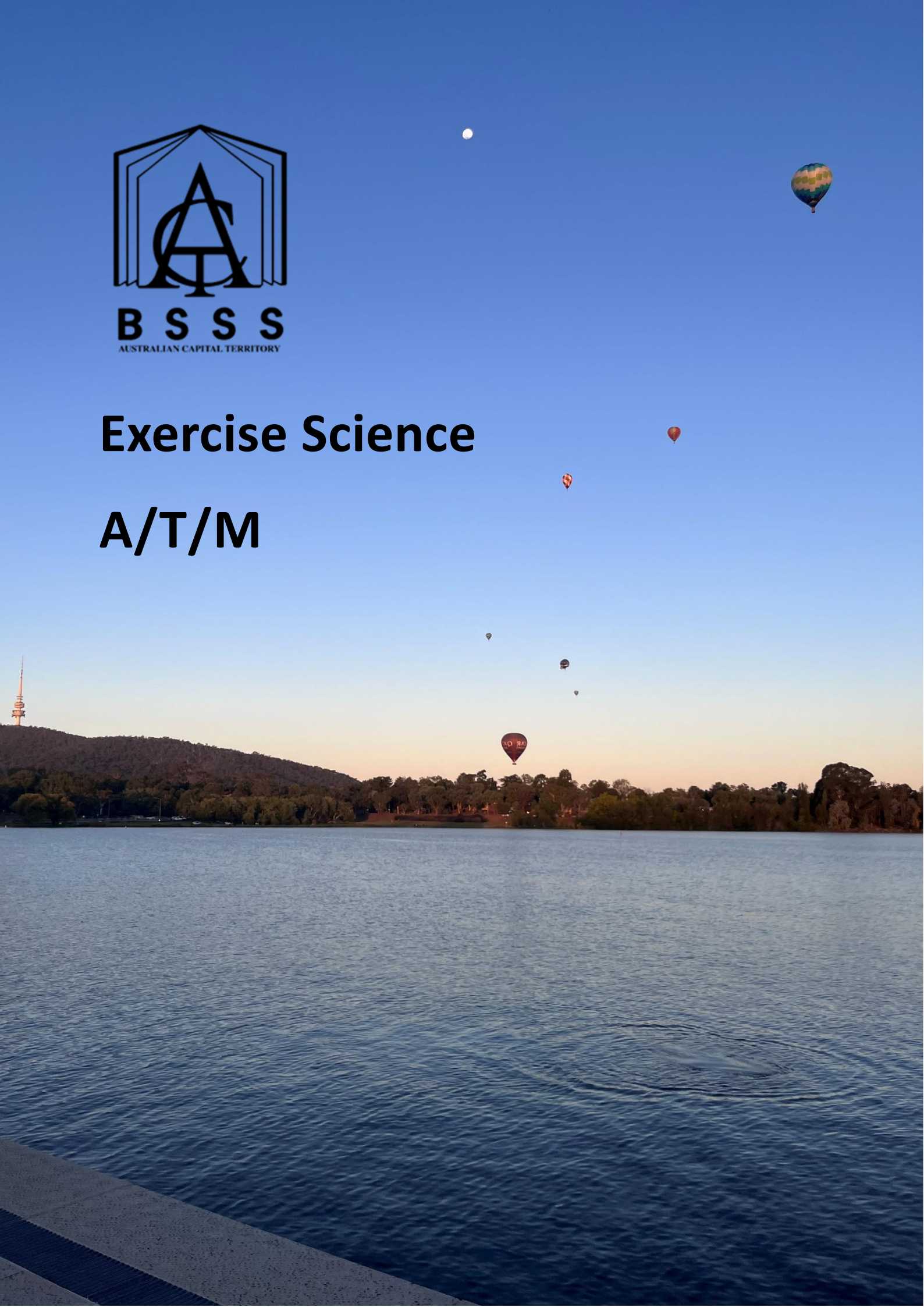
BSSS
AUSTRALIAN CAPITAL TERRITORY

Exercise Science

A/T/M



The BSSS acknowledges the Ngunnawal people as the traditional custodians of the lands on which we meet and work.

The BSSS acknowledges and respects their continuing culture and the contribution they make to the life of this city and region.

The BSSS also recognises any other Aboriginal and Torres Strait Islander people or families with connection to the lands of the ACT and region.

Cover Photo by Courtney Watson

Updated 11.02.2026

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance, and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment, and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

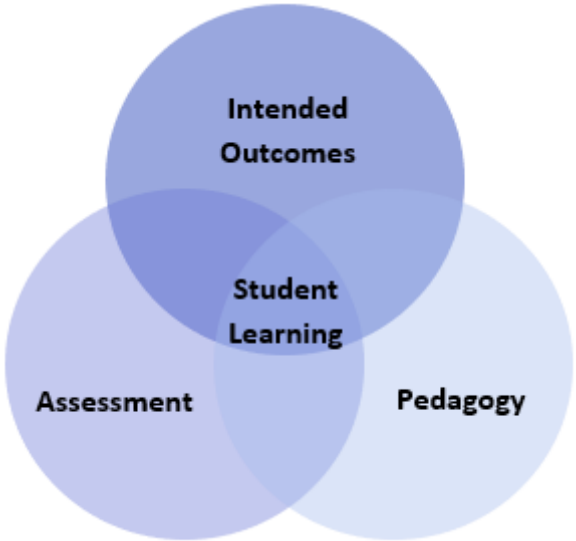
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours ,and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establishes a rich learning environment, and generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

1. Learning builds on existing knowledge, understandings, and skills.
   (Prior knowledge)
2. When learning is organised around major concepts, principles and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)
5. Learning needs to take place in a context of high expectations.
   (High expectations)
6. Learners learn in different ways and at different rates.
   (Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Exercise Science assists in the development of literacy by engaging students with discipline-specific language and concepts related to anatomy, physiology, biomechanics, training principles, injury prevention, and sports psychology. Through this, students acquire and apply technical vocabulary that enables them to accurately describe and analyse human movement and performance.

Students develop skills in accessing, interpreting, analysing, and evaluating a wide range of texts and information sources. They learn to question and assess the validity and reliability of research and media representations within the field of Exercise Science.

In physical activity settings, students develop an understanding of the language of movement and the science that underpins it. This is essential for analysing their own and others' movement patterns, understanding feedback, and applying evidence-based strategies to improve performance and reduce injury risk.

Students also learn to comprehend and compose a variety of texts relevant to Exercise Science. This includes scientific reports, training plans and presentations. They develop the ability to communicate effectively for a variety of purposes to different audiences.

Students become literate as they develop the knowledge, skills, and dispositions to interpret and use language confidently for learning, communicating and participating in both academic and real-world contexts. Literacy involves students listening to, reading, viewing, speaking, writing, and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

Numeracy

Exercise Science provides students with opportunities to recognise and apply mathematical concepts in real-world contexts. As students engage with the discipline of Exercise Science, they will develop an understanding of the value of numeracy in interpreting data and influencing human movement and performance.

They learn to select and apply relevant mathematical knowledge, understanding and skills such as calculation, estimation, and measurement to collect, analyse and make sense of data related to physical activity.

Students use spatial reasoning to understand body positioning, movement patterns, and biomechanical efficiency, which supports the development of strategies to enhance performance.

They interpret and analyse information using mathematical formulae, statistical reasoning, identify patterns and relationships in data to consider trends, draw conclusions, make predictions, and inform Exercise Science behaviour and practices.

Digital Literacy

As students engage with Exercise Science, they will enhance their digital literacy by learning to effectively and safely access online information and digital tools to support their understanding of human movement and performance.

They will use ICT to communicate, collaborate, create content, access information, and analyse performance data in a variety of Exercise Science contexts.

Students will apply a range of digital technologies to measure, monitor, and enhance movement performance, and to access, interpret, and evaluate scientific information.

They will also use ICT to design and implement training plans, track progress, and make data-informed decisions to optimise outcomes.

The capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and managing digital risks, ensuring safe, responsible, and ethical use of ICT in both academic and professional settings.

Critical and Creative Thinking

Students develop the ability to think logically, critically, and creatively in response to a range of complex issues, ideas and challenges related to Exercise Science. They will learn to analyse and evaluate evidence, question assumptions, and explore innovative solutions to real-world problems in Exercise Science.

Students will be encouraged to pose questions, identify problems, and design strategies to enhance performance. They will use critical thinking to assess the validity and reliability of data, compare training methods, and debate ethical and scientific issues in sport and exercise. Through these processes, they will learn to justify their decisions with evidence and reasoned argument.

Creative thinking will be fostered as students generate original ideas, explore alternative approaches to training and recovery, and adapt strategies to suit individual needs and contexts. They will learn to reflect on their thinking processes, adapt their strategies, and transfer their skills to new and unfamiliar situations both within and beyond the field of Exercise Science.

Personal and Social Capability

Students will develop a personal and social capability by engaging in both movement-based and theoretical learning experiences that require collaboration, reflection, and interpersonal interaction. Through group activities, team-based problem-solving, and shared performance analysis, students will build essential skills in communication, cooperation, negotiation, and leadership.

Students will learn to recognise and appreciate their own strengths and abilities, as well as those of their peers. They will engage with diverse perspectives and experiences, learning to value inclusivity and empathy in both competitive and cooperative settings.

The curriculum will provide opportunities for students to explore their personal identities and understand the social, emotional, and cultural factors that shape who they are. They learn how to recognise, understand, validate, and respond appropriately to their own emotions, strengths and values.

Students will also build self-management skills by setting personal and academic goals, monitoring their progress, and reflecting on their growth. They will learn to manage their time effectively, prioritise tasks, and balance commitments across school, home, work, and social life.

Ethical Understanding

Students examine ethical principles, values, and codes of conduct that guide responsible behaviour in Exercise Science contexts. They develop skills to make ethical decisions, evaluate the motivations and consequences of actions, and make informed decisions that reflect integrity, fairness, and respect for others.

Students will explore ethical dimensions of topics such as performance enhancement, athlete wellbeing, data privacy, equity in sport, and the responsible use of technology. They will be encouraged to consider multiple perspectives, engage in respectful debate, and apply ethical reasoning to real-world scenarios, such as the use of supplements, injury management decisions, or the treatment of athletes in high-performance environments.

Through these experiences, students will build the capacity to apply ethical principles in both everyday situations and specialised Exercise Science contexts. The curriculum will also support students in understanding the ethical responsibilities of professionals in the field, including researchers, coaches, and health practitioners.

Intercultural Understanding

Exercise Science provides opportunities for students to recognise and respect different ways of thinking about personal, family and social health issues. They also learn about different individual, group and intergroup participation in physical activity and health practices.

Students learn to appreciate that differences in beliefs and perspectives may affect how some people make food and health choices, or how they are able to participate in physical activities. Students recognise occasions when tensions between individuals and groups are based on cultural differences and learn to act in ways that maintain individual and group integrity and that respect the rights of all.

They examine stereotypical representations of various social and cultural groups in relation to participation, success, and failure in physical activity. In doing so, students gain an understanding of how culture shapes personal and social perspectives and interactions.

They also gain an understanding of what is valued in terms of Exercise Science within their families, social groups, and institutions, and within other cultures in the broader community.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for students to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

Asia and Australia's Engagement with Asia

The priority of Asia and Australia's engagement with Asia provides opportunities for students to explore the synergy between Asia and Australia in the areas of health and physical activity. An understanding of the engagement between Australia and Asia contributes to the capacity of students to be active and informed citizens.

Sustainability

Students explore how they connect and interact with natural, managed and built environments, and with people in different social groups within their social networks and wider communities. They consider how these connections and interactions within systems play an important role in promoting, supporting and sustaining the wellbeing of individuals, the community and the environment, now and into the future.

Students develop an understanding of their potential to contribute to sustainable patterns of living. They will develop their world view by exploring concepts of diversity, social justice, and consumerism as these relate to the promotion and maintenance of health and wellbeing. Through movement experiences, students are provided with opportunities to develop a connection in and with environments and to gain an appreciation of the interdependence of the health of people and that of environments.

Exercise Science

A/T/M

Rationale

Exercise Science provides students with the opportunity to develop a comprehensive understanding of how to enhance physical performance by investigating the science of movement. By examining the interrelationships between biological, physiological, biomechanical, and psychological aspects of exercise, students gain insights into the science underpinning sports performance and movement.

The course emphasises the development of methodological skills in collecting and evaluating information both textural and numerical. They apply these methodologies for analysing athletic performance and drawing conclusions about evidence-based training methodologies. Using these skills and their knowledge, students will also evaluate practical applications of the science of movement and solve problems in context.

The course prepares students for careers in coaching, health promotion such as nursing, physiotherapy and medical, rehabilitation, and sports management. By addressing the ethical, regulatory, and sustainable dimensions of allied health and high-performance sport, the course prepares students to navigate the complex landscape of physical activity and sports performance. and to contribute responsibly and innovatively to evolving industry practices.

Goals

This course should enable students to:

- critically analyse health, outdoor, and physical education theories, concepts, and models to draw informed conclusions
- critically analyse health, outdoor and physical education principles, strategies and methodologies for outdoor experience, physical performance, and health and wellbeing
- evaluate strength-based health, outdoor and physical education approaches for solving problems or questions, applying the principles of ethics or sustainability
- evaluate equipment, materials, resources and technology intended to enhance health, outdoor and physical education outcomes, experiences or performance
- synthesise health, outdoor and physical education skills, knowledge, and understandings in a range of situations, practical performances or experiences, and make informed plans for enhancement of others and self
- synthesise integrity and critical and creative thinking for solving problems and making decisions for improved health and wellbeing, outdoor experience or physical performance for their local environment, others and self
- apply empirical research methodologies to analyse health, outdoor and physical education contexts, experiences or performance
- communicate effectively using a range of modes and mediums for a variety of purposes adhering to the principles of academic integrity
- reflect on learning experiences and make informed proposals for identified strengths and areas for growth in interpersonal, intrapersonal, and leadership skills in collaborative and individual situations.

Unit Titles

- Anatomy and Physiology for Exercise
- The Body in Motion
- Nutrition and Training for Performance
- Science of Performance

Organisation of Content

Anatomy and Physiology for Exercise

Students will examine the structure and function of the musculoskeletal, cardiorespiratory, and nervous systems. They critically analyse concepts, principles of how these systems contribute to exercise, and adjust to increasing demands. Students investigate the capacity of these systems, models and methodologies for their assessment, and theories and research about their implications. They take an integrated approach to anatomy and physiology and to highly applied exercise concepts.

The Body in Motion

Students will explore the biomechanical and physiological theories and models involved in analysing and interpreting the body in motion. They apply a variety of scientific concepts and laws to analyse movement patterns and the physiological demands of sports performance and fatigue. Students will investigate the mechanics of the body and the interrelationship between biomechanical principles that influence movement and sports performance.

Nutrition and Training for Performance

Students will gain an understanding of the functional principles of athletic nutrition and training for performance. They examine nutritional and training concepts and principles to critically analyse the theories of human performance during sport and exercise. Students will develop skills in methodologies appropriate to investigating nutrition and training.

Science of Performance

Students will examine theories, concepts, and models related to the psychological and behavioural factors that influence athletic performance and mindset. They will also investigate the causes and nature of injuries and the recovery and rehabilitation processes. Students explore the relationship between mental and physical performance.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task, and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills

Assessment Task Types

Group A: Research	**Group B: Application and Analysis**	**Group C: Evaluate and Improve**
A task that includes clear expectations for the collection, analysis and application of research; practical, take home or exam conditions, such as: • Project plan • Essay • Practical Report (lab, field, scientific) • Oral presentation • Literature review • Practical demonstration of research • Simulated scenarios	A task that includes the analysis and application of knowledge, understanding or practical skills of concepts, theories and models; in practical, take home or exam conditions, such as: • self/other performance analysis • Campaign/ promotion • Scenarios/role-play • Multimodal presentation • Practical report (lab, field, scientific) • Application and analysis of practical skills • Measurement of practical skills over time and reflection • Examination, including extended answer questions	A task that includes the evaluation of a program, practical performance or experience and includes improvement approaches; practical, take home or exam conditions, such as: • Stimulus/case study • Annotated performance diary • Practical performance/ game evaluations and training plan/ Outdoor journey plan • Risk assessment / mitigation • demonstration of targeted areas for improvement • Examination, including extended answer questions
1.0 unit must contain at least 1 task from each of the assessment groups. 0.5 unit must contain tasks from 2 of the assessment groups. No assessment group may be weighted greater than 50%.		

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- For tasks completed in unsupervised contexts, schools must have procedure and processes to maintain academic integrity of tasks.

Achievement Standards

Years 11 and 12 Achievement Standards are written for A-T courses. A single Achievement Standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 Achievement Standards. A Year 11 student in any unit is assessed using the Year 11 Achievement Standards. Year 12 Achievement Standards reflect higher expectations of student achievement compared to the Year 11 Achievement Standards. Years 11 and 12 Achievement Standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An Achievement Standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the Achievement Standards to inform development of rubrics. The verbs used in Achievement Standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards for Health, Outdoor and Physical Education A Course Year 11

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• analyses health, outdoor and physical education principles, strategies, or methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts	• explains health, outdoor and physical education principles, strategies, or methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts	• describes health, outdoor and physical education principles, strategies, or methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts	• describes some health, outdoor and physical education principles, strategies, or methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts	• identifies fundamental health, outdoor and physical education principles, strategies or methodologies in outdoor experiences, physical performance or health and wellbeing contexts
	• analyses health, outdoor, physical education theories, concepts or models to draw plausible conclusions	• explains health, outdoor, physical education theories, concepts or models to draw conclusions	• describes health, outdoor, physical education theories, concepts or models to draw conclusions	• describes some health, outdoor, physical education theories, concepts or models to draw conclusions	• identifies fundamental health, outdoor, physical education theories, concepts or models used in outdoor experiences, physical performance or health and wellbeing
	• analyses health, outdoor and physical education programs, problems and questions using the principles of ethics or sustainability to describe solutions	• explains health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• describes familiar health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• describes some familiar health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• identifies basic ethics or sustainability considerations of health, outdoor and physical education programs or problems
	• assesses resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• explains resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• describes resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• describes some resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• identifies limited resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance
Skills	• applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar contexts	• applies relevant health, outdoor and physical education knowledge, understanding and skills to achieve health, wellbeing, outdoor experience or practical performance outcomes	• applies some relevant health, outdoor and physical education knowledge, understanding and skills to achieve health, wellbeing, outdoor experience or practical performance outcomes	• applies fundamental health, outdoor and physical education knowledge, understanding and skills to health, wellbeing, outdoor experience or practical performance contexts	• applies basic health, outdoor and physical education knowledge, understanding and skills to health, wellbeing, outdoor experience or practical performance contexts
	• creates high quality plans to achieve outcomes	• creates relevant plans to achieve outcomes	• outlines relevant plans to achieve outcomes	• outlines plans or activities to attempt to achieve outcomes	• identifies activities intended to achieve outcomes
	• plans and undertakes independent enquires and explains relevant data and information based on valid and reliable sources	• plans and undertakes independent enquiries and describes relevant data and information based valid and reliable sources	• undertakes guided enquiries and describes relevant data and information	• undertakes guided enquiries and describes data and information	• undertakes guided enquiries and identifies data and information
	• communicates effectively using appropriate modes, mediums and techniques, adhering to the principles of academic integrity	• communicates ideas using appropriate modes, mediums and techniques, adhering to the principles of academic integrity	• communicates ideas using limited modes or mediums, adhering to the basic principles of academic integrity	• communicates developing ideas using limited modes or mediums, adhering to basic principles of academic integrity	• communicates basic ideas using minor principles of academic integrity
	• applies interpersonal, intrapersonal and developing leadership skills with integrity	• applies interpersonal and intrapersonal skills with integrity	• applies interpersonal and intrapersonal skills with developing integrity	• applies limited interpersonal and intrapersonal skills with limited integrity	• applies basic interpersonal and intrapersonal skills with basic integrity
	• reflects using evidence on knowledge, understanding and/or skill acquisition to make plausible proposals for improvement	• reflects on knowledge, understanding and/or skill acquisition to make minor proposals for improvement	• reflects on knowledge, understanding and/or skill acquisition to make ineffective proposals for improvement	• attempts to reflect on knowledge, understanding and/or skill acquisition	• attempts to reflect on experiences

Achievement Standards for Health, Outdoor and Physical Education T Course Year 11

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• analyses health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts and evaluates limitations and assumptions	• analyses health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing contexts and explains limitations and assumptions	• explains health, outdoor and physical education principles and strategies in outdoor experiences, physical performance or health and wellbeing outcomes in familiar contexts and describes limitations and assumptions	• describes health, outdoor and physical education principles and strategies in outdoor experiences, physical performance or health and wellbeing contexts and identifies limitations and assumptions	• describes general health, outdoor and physical education principles and strategies in outdoor experiences, physical performance or health and wellbeing contexts
	• evaluates health, outdoor, and physical education theories, concepts, and models to draw informed conclusions	• analyses health, outdoor, and physical education theories, concepts, and models to draw logical conclusions	• explains health, outdoor, and physical education theories, concepts or models to draw conclusions	• describes health, outdoor, and physical education theories, concepts or models to draw conclusions	• identifies health, outdoor, and physical education theories, concepts or models
	• evaluate health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability to explain solutions	• analyses health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• explains health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• describes health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• identifies health, outdoor and physical education programs and considering ethics or sustainability
	• evaluates targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• analyses targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• explains targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• describes general resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• identifies resources and technologies used to enhance health, outdoor and physical education outcomes, experiences or performance
Skills	• applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar and unfamiliar contexts	• applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance for self in familiar contexts	• applies some health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance for self in familiar contexts	• applies fundamental health, outdoor and physical education knowledge, understanding and skills to improve health, wellbeing, outdoor experience or practical performance for self in familiar contexts	• applies some fundamental health, outdoor and physical education knowledge, understanding and skills to health, wellbeing, outdoor experience or practical performance for self in familiar contexts
	• creates evidence informed, high-quality plans to achieve desired outcomes	• creates appropriate plans to achieve desired outcomes	• creates plans to address aspects of familiar problems	• outlines relevant plans or activities to achieve desired outcomes	• outlines plans or activities
	• plans and undertakes independent enquiries and analyses relevant data and information based on valid and reliable sources	• plans and undertakes independent enquiries and explains relevant data and information based on valid and reliable sources	• plans and undertakes guided enquiries and describes relevant data and describes information based valid and reliable sources	• undertakes guided enquiries and describes relevant data and information	• undertakes guided enquiries and identifies relevant data and information
	• communicates effectively using a range of modes, mediums and techniques for the purpose, adhering to the principles of academic integrity	• communicates effectively using appropriate modes, mediums and techniques, adhering to the principles of academic integrity	• communicates ideas using appropriate modes, mediums and techniques, adhering to the principles of academic integrity	• communicates ideas using limited modes or mediums, adhering to the basic principles of academic integrity	• communicates basic ideas using limited modes or mediums, adhering to the basic principles of academic integrity
	• applies interpersonal, intrapersonal, and leadership skills with integrity	• applies interpersonal, intrapersonal and developing leadership skills with integrity	• applies interpersonal and intrapersonal skills with some integrity	• applies interpersonal and intrapersonal skills with limited integrity	• applies basic interpersonal and intrapersonal skills with limited integrity
	• reflects using evidence on knowledge, understanding and/or skill acquisition to make considered proposals for improvement	• reflects using evidence on knowledge, understanding and/or skill acquisition to make plausible proposals for improvement	• reflects on knowledge, understanding and/or skill acquisition to make minor proposals for improvement	• reflects on knowledge, understanding and/or skill acquisition to make ineffective proposals for improvement	• attempts to reflect on knowledge, understanding and/or skill acquisition

Achievement Standards for Health, Outdoor and Physical Education A Course Year 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• analyses health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts	• explains health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts	• describes health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts	• describes some health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts	• identifies some health, outdoor and physical education principles and strategies used in outdoor experiences, physical performance or health and wellbeing outcomes contexts
	• analyses health, outdoor, physical education theories, concepts, and models to draw conclusions	• explains health, outdoor, physical education theories, concepts or models to draw conclusions	• describes health, outdoor, physical education theories, concepts or models to draw conclusions	• describes some health, outdoor, physical education theories, concepts or models to draw conclusions	• identifies some health, outdoor, physical education theories, concepts or models used in outdoor experiences, physical performance or health and wellbeing
	• analyses health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability to explain solutions	• explains health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability to describe solutions	• describes health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• describes some health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• identifies some health, outdoor and physical education programs, considering ethics or sustainability
	• assesses a range of targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• explains targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• describes targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• describes general resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• describes resources and technologies used to enhance health, outdoor and physical education outcomes, experiences or performance
Skills	• applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar and unfamiliar contexts	• applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar contexts	• applies relevant health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar contexts	• applies relevant health, outdoor and physical education knowledge, understanding and skills to achieve health, wellbeing, outdoor experience or practical performance outcomes for self in familiar contexts	• applies some fundamental health, outdoor and physical education knowledge, understanding and skills to health, wellbeing, outdoor experience or practical performance for self in familiar contexts
	• creates targeted, high-quality plans to achieve outcomes	• creates high quality plans to achieve outcomes	• creates relevant plans to achieve outcomes	• outlines relevant plans to achieve outcomes	• outlines plans or activities
	• plans and undertakes independent enquiries and analyses relevant data and information based on valid and reliable sources	• plans and undertakes independent enquiries and explains relevant data and information based on valid and reliable sources	• plans and undertakes independent enquiries and describes relevant data and information based valid and reliable sources	• undertakes guided enquiries and identifies relevant data and information	• undertakes guided enquiries and identifies relevant data and information
	• communicates effectively using a variety of modes, mediums and techniques, adhering to the principles of academic integrity	• communicates effectively using appropriate modes, mediums and techniques, adhering to the principles of academic integrity	• communicates ideas using appropriate modes, mediums and techniques, adhering to the principles of academic integrity	• communicates ideas using limited modes or mediums, adhering to the basic principles of academic integrity	• communicates basic ideas using limited modes or mediums, adhering to the basic principles of academic integrity
	• applies interpersonal, intrapersonal, and leadership skills with integrity	• applies interpersonal, intrapersonal and developing leadership skills with integrity	• applies interpersonal and intrapersonal skills with integrity	• applies interpersonal and intrapersonal skills with some integrity	• applies basic interpersonal and intrapersonal skills with limited integrity
	• reflects using evidence on knowledge, understanding and/or skill acquisition to make considered proposals for improvement	• reflects using evidence on knowledge, understanding and/or skill acquisition to make plausible proposals for improvement	• reflects on knowledge, understanding and/or skill acquisition to make minor proposals for improvement	• reflects on knowledge, understanding and/or skill acquisition to make ineffective proposals for improvement	• attempts to reflect on knowledge, understanding and/or skill acquisition

Achievement Standards for Health, Outdoor and Physical Education T Course Year 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• critically analyses health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing contexts and evaluates limitations and assumptions	• analyses health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts and analyses limitations and assumptions	• explains health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing contexts and explains limitations and assumptions	• describes health, outdoor and physical education principles and strategies in outdoor experiences, physical performance or health and wellbeing contexts and describes limitations and assumptions	• describes general health, outdoor and physical education principles and strategies used in outdoor experiences, physical performance or health and wellbeing contexts and identifies limitations and assumptions
	• critically analyses health, outdoor, and physical education theories, concepts, and models to draw informed and insightful conclusions	• analyses health, outdoor, and physical education theories, concepts, and models to draw informed conclusions	• explains health, outdoor, and physical education theories, concepts, and models to draw logical conclusions	• describes health, outdoor, and physical education theories, concepts or models to draw conclusions	• identifies relevant health, outdoor, and physical education theories, concepts or models used in outdoor experiences, physical performance or health and wellbeing
	• critically analyses health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability to evaluate solutions	• analyses health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability to explain solutions	• explains health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability to describe solutions	• describes health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability	• identifies health, outdoor and physical education programs or problems relevant to the principles of ethics or sustainability
	• evaluates a range of targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• assesses a range of targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• explains a range of targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• describes a range of resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance	• identifies relevant resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance
Skills	• synthesises health, outdoor and physical education knowledge, understanding and skills to enhance health, wellbeing, outdoor experience or practical performance of others and self in familiar and unfamiliar contexts	• applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar and unfamiliar contexts	• applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar contexts	• applies some health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance for self in familiar contexts	• applies fundamental health, outdoor and physical education knowledge, understanding and skills to improve health, wellbeing, outdoor experience or practical performance for self in familiar contexts
	• creates evidence-informed, targeted and high-quality plans to achieve desired outcomes	• creates evidence-informed, high-quality plans to achieve desired outcomes	• creates appropriate plans to achieve desired outcomes	• creates plans to achieve aspects of desired outcomes	• outlines relevant plans or activities to achieve desired outcomes
	• plans and undertakes independent enquiries and critically analyses relevant data and information based on critical evaluation of valid and reliable sources	• plans and undertakes independent enquiries and analyses relevant data and information based on valid and reliable sources	• plans and undertakes independent enquiries and explains relevant data and information based on valid and reliable sources	• plans and undertakes guided enquiries and describes relevant data and information based valid and reliable sources	• undertakes guided enquiries and describes relevant data and information
	• communicates effectively using a range of modes, mediums and technique for a variety of purposes, adhering to the principles of academic integrity	• communicates effectively using a range of modes, mediums and techniques for the purpose, adhering to the principles of academic integrity	• communicates effectively using appropriate modes, mediums and techniques, adhering to the principles of academic integrity	• communicates ideas using appropriate modes, mediums and techniques, adhering to the principles of academic integrity	• communicates ideas using limited modes or mediums, adhering to the basic principles of academic integrity
	• applies interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences	• applies interpersonal, intrapersonal, and leadership skills with integrity	• applies interpersonal, intrapersonal and developing leadership skills with integrity	• applies interpersonal and intrapersonal skills with some integrity	• applies interpersonal and intrapersonal skills with limited integrity
	• Reflects using evidence on knowledge, understanding and/or skill acquisition to make targeted and justified proposals for improvement	• reflects using evidence on knowledge, understanding and/or skill acquisition to make considered proposals for improvement	• reflects using evidence on knowledge, understanding and/or skill acquisition to make plausible proposals for improvement	• reflects on knowledge, understanding and/or skill acquisition to make minor proposals for improvement	• reflects on knowledge, understanding and/or skill acquisition to make ineffective proposals for improvement

Achievement Standards Exercise Science M Course Year 11 and 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• describes health, outdoor and physical education practices and approaches	• describes common health, outdoor and physical education practices and approaches	• describes common health, outdoor and physical education practices and approaches with assistance	• identifies common health, outdoor and physical education and practices and approaches	• identify, with support, common health, outdoor and physical education practices and approaches
	• describes health, outdoor, and physical education theories or concepts	• describes common health, outdoor, and physical education theories or concepts	• describes common health, outdoor, and physical education theories or concepts with assistance	• identifies common health, outdoor, and physical education theories or concepts	• identifies, with support, common health, outdoor, and physical education theories or concepts
	• describes resources, equipment or technologies within health, outdoor and physical education	• describes common resources, equipment or technologies within health, outdoor and physical education	• describes common resources, equipment or technologies within health, outdoor and physical education with assistance	• identifies resources, equipment or technologies within health, outdoor and physical education	• Identifies, with support, resources, equipment or technologies within health, outdoor and physical education
Skills	• applies health, outdoor and physical education knowledge, understanding and skills for benefit in health, wellbeing, outdoor experience or practical contexts	• applies some health, outdoor and physical education knowledge, understanding and skills for benefit in health, wellbeing, outdoor experience or practical contexts	• applies some health, outdoor and physical education knowledge, understanding and skills for benefit in health, wellbeing, outdoor experience or practical performance with direction	• applies fundamental health, outdoor and physical education knowledge, understanding and skills in health, wellbeing, outdoor experience or practical contexts	• applies fundamental health, outdoor and physical education knowledge, understanding and skills health, wellbeing, outdoor experience or practical with direction
	• outlines plans or activities appropriate to achieve improved outcomes	• outlines plans or activities to improve outcomes	• outlines basic plans or activities to improve outcomes	• identifies activities to improve outcomes	• identifies basic activities to improve outcomes
	• undertakes an inquiry, self-managing the process	• undertakes an inquiry, self-managing the process with some independence	• undertakes an inquiry, self-managing the process with assistance	• undertakes an inquiry, implementing processes with assistance	• undertakes an inquiry with direct instruction
	• communicates ideas using appropriate language	• communicates ideas using appropriate language with some independence	• communicates ideas using appropriate language with assistance	• communicates basic ideas using appropriate language	• communicates basic ideas, using appropriate language with assistance
	• applies interpersonal and intrapersonal skills	• applies interpersonal and intrapersonal skills with some independence	• applies interpersonal and intrapersonal skills with assistance	• applies basic interpersonal and intrapersonal skills	• applies basic interpersonal and intrapersonal skills with assistance
	• reflects on own application of knowledge, understanding or skill acquisition	• reflects on own application of knowledge, understanding or skill acquisition with some independence	• reflects on own application of knowledge, understanding or skill acquisition with assistance	• reflects on application of basic knowledge, understanding or skill acquisition independence	• attempts, with assistance to reflect on experiences

Anatomy and Physiology for Exercise — Value: 1.0

Anatomy and Physiology for Exercise a — Value 0.5

Anatomy and Physiology for Exercise b — Value 0.5

Unit Description

Students will examine the structure and function of the musculoskeletal and cardiorespiratory systems. They critically analyse concepts, principles of how these systems contribute to exercise, and adjust to increasing demands. Students investigate the capacity of these systems, models and methodologies for their assessment, and theories and research about their implications. They take an integrated approach to anatomy and physiology and to highly applied exercise concepts.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse principles, strategies, and methodologies related to the structure and function of the musculoskeletal and cardiorespiratory systems	• critically analyse principles, strategies, and methodologies related to the structure and function of the musculoskeletal and cardiorespiratory systems, and evaluate limitations and assumptions	• describe practices and approaches related to the structure and function of the musculoskeletal and cardiorespiratory systems
• analyse theories, concepts, and models related to the structure and function of the musculoskeletal and cardiorespiratory system, to draw conclusions	• critically analyse theories, concepts, and models related to the structure and function of the musculoskeletal and cardiorespiratory system, to draw informed and insightful conclusions	• describe theories or concepts related to the structure and function of the musculoskeletal and cardiorespiratory system
• analyse research methods and knowledge of the anatomy and physiology of the body, using the principles of ethics or sustainability, to explain solutions	• critically analyse research methods and knowledge of the anatomy and physiology of the body, using the principles of ethics or sustainability, to evaluate solutions	
• assess a range of resources and technologies intended to enhance cardiorespiratory and/or musculoskeletal research or performance	• evaluate a range of resources and technologies intended to enhance cardiorespiratory and/or musculoskeletal research or performance	• describe resources and technologies intended to enhance cardiorespiratory and/or musculoskeletal performance
• apply knowledge, understanding, and skills to investigate and solve problems associated with anatomy and physiology	• synthesise knowledge, understanding, and skills to investigate and solve problems associated with anatomy and physiology	• apply knowledge, understanding, and skills of the musculoskeletal and/or cardiorespiratory systems to improve health

Content Descriptions

All knowledge, understanding and skills below must be delivered.

A Course	T Course	M Course
Knowledge and Understanding		
• analyse theories, concepts, and models related to the structure and function of the musculoskeletal and cardiorespiratory systems to draw conclusions about their capacity, and how these systems contribute to exercise and adjust to increasing demands e.g. foundational anatomy and physiology, coordination of systems to maintain homeostasis, impact of environmental conditions on the cardiorespiratory system	• critically analyse theories, concepts, and models related to the structure and function of the musculoskeletal and cardiorespiratory systems to draw informed and insightful conclusions about their capacity, and how these systems contribute to exercise and adjust to increasing demands, e.g. foundational anatomy and physiology, coordination of systems to maintain homeostasis, impact of environmental conditions on the cardiorespiratory system	• describe practices and approaches related to the structure and function of the musculoskeletal and cardiorespiratory systems
• analyse principles, strategies and methodologies related to the structure and function of the musculoskeletal and/or cardiorespiratory systems, e.g. oxygen transport, measuring muscle function or heart rate, assumptions regarding base lines and age	• critically analyse principles, strategies and methodologies related to the structure and function of the musculoskeletal and/or cardiorespiratory systems and evaluate limitations and assumptions of knowledge about and inquiry into these systems, e.g. oxygen transport, measuring muscle function or heart rate, assumptions regarding base lines and age	• describe theories or concepts, related to the structure and function of the musculoskeletal and cardiorespiratory system
• analyse anatomy and physiology research methods, problems or questions using the principles of ethics or sustainability to explain solutions, e.g. ethics of procedures such as blood sampling and biopsies, data collection practices, implications of using maximal testing vs predictive assessments	• critically analyse anatomy and physiology research methods, problems or questions using the principles of ethics or sustainability to evaluate solutions, e.g. ethics of procedures such as blood sampling and biopsies, data collection practices, implications of using maximal testing vs predictive assessments	
• assess a range of resources and technologies intended to enhance cardiovascular and/or musculoskeletal research or performance e.g. heart rate monitors, activity trackers, and imaging technologies	• evaluate a range of resources and technologies intended to enhance cardiovascular and/or musculoskeletal research or performance, e.g. heart rate monitors, activity trackers, and imaging technologies	• describe resources and technologies intended to enhance cardiorespiratory and/or musculoskeletal performance

A Course	T Course	M Course
Skills		
• apply Exercise Science knowledge, understanding and skills to investigate and solve problems related to the musculoskeletal and cardiorespiratory system both in others and self across familiar and unfamiliar contexts, e.g. design a recovery session post exercise, develop warm-up protocols to activate and strengthen the hamstrings and quadriceps prior to exercise	• synthesise Exercise Science knowledge, understanding, and skills to investigate and solve problems related to the musculoskeletal and cardiorespiratory system both in others and self across familiar and unfamiliar contexts, e.g. design a recovery session post exercise, develop warm-up protocols to activate and strengthen the hamstrings and quadriceps prior to exercise	• apply knowledge, understanding and skills of the musculoskeletal and cardiorespiratory systems to improve health
• create targeted and high-quality plans to achieve desired Exercise Science outcomes using an integrated approach to anatomy and physiology, e.g. develop recovery plans, create injury prevention plans, evaluate lab reports or training plans to assess effectiveness	• create evidence-informed, targeted and high-quality plans to achieve desired Exercise Science outcomes using an integrated approach to anatomy and physiology, e.g. develop recovery plans, create injury prevention plans, evaluate lab reports or training plans to assess effectiveness	• outline a plan appropriate for achieving improved exercise outcomes
• plan and undertake independent enquiries using science methods and analyse relevant data and information based on valid and reliable sources, e.g. compare primary data with peer-reviewed research findings, use statistical analysis to interpret experimental results	• plan and undertake independent enquiries using science methods and critically analyse relevant data and information based on critical evaluation of valid and reliable sources, e.g. compare primary data with peer-reviewed research findings, use statistical analysis to interpret experimental results	• undertake a directed inquiry, self-managing the process
• communicate effectively using a range of modes, mediums and technique for a chosen purpose, adhering to the principles of academic integrity	• communicate effectively using a range of modes, mediums and technique for a variety of purposes, adhering to the principles of academic integrity	• communicate ideas using appropriate language
• apply interpersonal, intrapersonal, and leadership skills with integrity to Exercise Science problems and research methods, e.g. collection of group data	• apply interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences to Exercise Science problems and research methods, e.g. collection of group data	• apply interpersonal and intrapersonal skills

A Course	T Course	M Course
• reflect, using evidence, on Exercise Science knowledge, understanding and/or skills to make considered proposals for improvement	• reflect, using evidence, on Exercise Science knowledge, understanding and skills to make targeted and justified proposals for improvement	• reflect on own application of knowledge, understanding or skills

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-10.

The Body in Motion — Value: 1.0

The Body in Motion a — **Value 0.5**

The Body in Motion b — **Value 0.5**

Unit Description

Students will explore the biomechanical and physiological theories and models involved in analysing and interpreting the body in motion. They apply a variety of scientific concepts and laws to analyse movement patterns and the physiological demands of sports performance and fatigue. Students will investigate the mechanics of the body and the interrelationship between biomechanical principles that influence movement and sports performance.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse biomechanical and physiological principles, strategies, and methodologies	• critically analyse biomechanical and physiological principles, strategies, and methodologies and evaluate limitations and assumptions	• describe practices and approaches related to biomechanics and physiology
• analyse biomechanical and physiological theories, concepts, and models to draw conclusions	• critically analyse biomechanical and physiological theories, concepts, and models to draw informed and insightful conclusions	• describe theories and concepts related to biomechanics and physiology
• analyse research methods and knowledge of biomechanics and physiology using the principles of ethics or sustainability to explain solutions	• critically analyse research methods and knowledge of biomechanics and physiology using the principles of ethics or sustainability to evaluate solutions	
• assess a range of resources and technologies intended to enhance biomechanical and physiological research or performance	• evaluate a range of resources and technologies intended to enhance biomechanical and physiological research or performance	• describe resources and technologies intended to enhance biomechanical and physiological performance
• apply knowledge, understanding and skills to investigate and solve problems associated with biomechanics and physiology	• synthesise knowledge, understanding and skills to investigate and solve problems associated with biomechanics and physiology	• apply knowledge, understanding and skills of biomechanics and physiology to improve athletic performance

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse biomechanical and physiological theories, concepts, and models to draw conclusions about movement patterns and the physiological demands of sports performance, e.g. Newton's Laws of Motion, angular and linear kinematics, summation of force	• critically analyse biomechanical and physiological theories, concepts, and models to draw informed and insightful conclusions about movement patterns and the physiological demands of sports performance, e.g. Newton's Laws of Motion, angular and linear kinematics, summation of force	• describe practices and approaches of biomechanical and physiological theories
• analyse biomechanical and physiological principles, strategies, and methodologies for interpreting the body in motion, e.g. principles and strategies for muscle activation, testing protocols and movement analysis, muscle function	• critically analyse biomechanical and physiological principles, strategies and methodologies and evaluate limitations and assumptions for analysing and interpreting the body in motion, e.g. principles and strategies for muscle activation, testing protocols and movement analysis, muscle function	• describe theories or concepts related to biomechanics and physiology
• analyse biomechanical and physiological research methods, problems or questions using the principles of ethics or sustainability to explain solutions, e.g. data collection methods, implications of using maximal testing v predictive assessments	• critically analyse biomechanical and physiological research methods, problems or questions using the principles of ethics or sustainability to evaluate solutions, e.g. data collection methods, implications of using maximal testing v predictive assessments	
• assess a range of resources and technologies intended to enhance biomechanical and physiological research or performance, e.g. future trends in testing, video analysis, sport technology apps	• evaluate a range of resources and technologies intended to enhance biomechanical and physiological research or performance, e.g. future trends in testing, video analysis, sport technology apps	• describe resources and technologies intended to enhance biomechanical and physiological performance

A Course	T Course	M Course
Skills		
• apply Exercise Science knowledge, understanding and skills to investigate the mechanics of the body and the interrelationship between biomechanical or physiological principles that influence movement and sports performance in familiar and unfamiliar contexts, e.g. applies knowledge of forces to improve performance, create a pacing strategy to minimise fatigue on performance	• synthesise Exercise Science knowledge, understanding and skills to investigate the mechanics of the body and the interrelationship between biomechanical or physiological principles that influence movement and sports performance in familiar and unfamiliar contexts, e.g. synthesise knowledge of forces to improve performance, create a pacing strategy to minimise fatigue on performance	• apply knowledge, understanding and skills of biomechanics and physiology to improve performance
• create targeted and high-quality plans about biomechanical and physiological problems to achieve desired outcomes that influence movement and sports performance, e.g. validate plans against external data	• create evidence-informed, targeted, and high-quality plans about biomechanical and physiological problems to achieve desired outcomes that influence movement and sports performance, e.g. validate plans against external data	• outline plan appropriate to achieve improved exercise outcomes
• plan and undertake independent enquiries using science methods and analyse relevant data and information based on valid and reliable sources, e.g. compare primary data with peer-reviewed research findings, use statistical analysis to interpret experimental results	• plan and undertake independent enquiries using science methods and critically analyse relevant data and information based on critical evaluation of valid and reliable sources, e.g. compare primary data with peer-reviewed research findings, use statistical analysis to interpret experimental results	• undertake an inquiry, self-managing the process
• communicate effectively using a range of modes, mediums, and technique for a chosen purpose, adhering to the principles of academic integrity	• communicate effectively using a range of modes, mediums, and technique for a variety of purpose, adhering to the principles of academic integrity	• communicate ideas using appropriate language
• apply interpersonal, intrapersonal, and leadership skills with integrity and to Exercise Science problems and research methods, e.g. collection of group data	• apply interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences to Exercise Science problems and research methods, e.g. collection of group data	• apply interpersonal and intrapersonal skills
• reflect, using evidence, on Exercise Science knowledge, understanding and/or skills to make considered proposals for improvement	• reflect, using evidence, on Exercise Science knowledge, understanding and/or skills to make targeted and justified proposals for improvement	• reflect on own application of knowledge, understanding or skills

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-10.

Nutrition and Training for Performance — Value: 1.0

Nutrition and Training for Performance a — Value 0.5

Nutrition and Training for Performance b — Value 0.5

Unit Description

Students will gain an understanding of the functional principles of athletic nutrition and training for performance. They examine nutritional and training concepts including adaptations and principles to critically analyse the theories of human performance during sport and exercise. Students will develop skills in methodologies appropriate to investigating nutrition and training.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse strategies, methodologies and functional principles of athletic nutrition and training for performance	• critically analyse strategies, methodologies and functional principles of athletic nutrition and training for performance and evaluate limitations and assumptions	• describe nutrition and training practices and approaches
• analyse nutritional and training theories, concepts, and models to draw conclusions	• critically analyse nutritional and training theories, concepts, and models to draw informed and insightful conclusions	• describe nutritional and training theories and concepts
• analyse nutritional and training methods, problems or questions using the principles of ethics or sustainability to explain solutions	• critically analyse nutritional and training methods, problems or questions using the principles of ethics or sustainability to evaluate solutions	
• assess a range of targeted resources and technologies intended to enhance nutritional and training outcomes, experiences, or performance	• evaluate a range of targeted resources and technologies intended to enhance nutritional and training outcomes, experiences, or performance	• describe resources and technologies intended to enhance nutritional and training outcomes
• apply knowledge, understanding and skills to investigate and solve problems associated with nutrition and training	• synthesise knowledge, understanding and skills to investigate and solve problems associated with nutrition and training	• apply knowledge, understanding and skills of nutrition and training to improve athletic performance

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse nutritional and training theories, concepts, and models to draw conclusions about human performance during sport and exercise, e.g. Glycaemic Index, energy density, training principles	• critically analyse nutritional and training theories, concepts, and models to draw informed and insightful conclusions about human performance during sport and exercise, e.g. Glycaemic Index, energy density, training principles	• describe practices and approaches to nutrition and training
• analyse strategies, methodologies and functional principles of athletic nutrition and training for performance, e.g. ergogenic nutritional methods, periodisation models, methods of training	• critically analyse strategies, methodologies and functional principles of athletic nutrition and training for performance and evaluate limitations and assumptions of knowledge about and inquiry into these areas, e.g. ergogenic nutritional methods, periodisation models, methods of training	• describe theories or concepts related to nutrition and training
• analyse nutritional and training programs, problems or questions using the principles of ethics or sustainability to explain solutions for athletic performance, e.g. ethics of supplementation, ethics of training trends, body composition ideals	• critically analyse nutritional and training programs, problems or questions using the principles of ethics or sustainability to evaluate solutions for athletic performance, e.g. ethics of supplementation, ethics of training trends, body composition ideals	
• assess a range of targeted resources and technologies intended to enhance nutritional and training outcomes, experiences or performance, e.g. nutritional planners and calorie tracking apps, activity trackers, GPS data	• evaluate a range of targeted resources and technologies intended to enhance nutritional and training outcomes, experiences or performance, e.g. nutritional planners and calorie tracking apps, activity trackers, GPS data	• describe resources and technologies intended to enhance nutrition and training programs
Skills		
• apply Exercise Science knowledge, understanding and skills to investigate nutritional and training problems in familiar and unfamiliar contexts e.g. compare nutrition plans, plans for improvement	• synthesise Exercise Science knowledge, understanding and skills to investigate nutritional and training problems in familiar and unfamiliar contexts e.g. compare nutrition plans, plans for improvement	• apply knowledge, understanding and skills of nutrition and training to improve health

A Course	T Course	M Course
• create targeted and high-quality plans about nutritional and training problems to achieve desired Exercise Science outcomes that influence human performance during sport and exercise e.g. validate plans against external data	• create evidence-informed, targeted, and high-quality plans about nutritional and training problems to achieve desired Exercise Science outcomes that influence human performance during sport and exercise e.g. validate plans against external data	• outline plan appropriate to achieved improved training outcomes
• plan and undertake independent enquiries using science methods and analyse relevant data and information based on critical evaluation of valid and reliable sources e.g. evaluate own lab data	• plan and undertake independent enquiries using science methods and critically analyse relevant data and information based on critical evaluation of valid and reliable sources e.g. evaluate own lab data	• undertake an inquiry, self-managing the process
• communicate effectively using a range of modes, mediums, and technique for a chosen purpose, adhering to the principles of academic integrity	• communicate effectively using a range of modes, mediums, and technique for a variety of purposes, adhering to the principles of academic integrity	• communicate ideas using appropriate language
• apply interpersonal, intrapersonal, and leadership skills with integrity to Exercise Science problems and research methods e.g. fitness testing, collection of group data	• apply interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences to Exercise Science problems and research methods e.g. fitness testing, collection of group data	• apply interpersonal and intrapersonal skills
• reflect using evidence on Exercise Science knowledge, understanding and/or skills to make considered proposals for improvement	• reflect using evidence on Exercise Science knowledge, understanding and skills to make targeted and justified proposals for improvement	• reflect on own application of knowledge, understanding or skills

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-10.

Science of Performance — Value: 1.0

Science of Performance a — **Value 0.5**

Science of Performance b — **Value 0.5**

Unit Description

Students will examine theories, concepts, and models related to the psychological and behavioural factors that influence athletic performance and mindset. They will also investigate the causes and nature of injuries and the recovery and rehabilitation processes. Students explore the relationship between mental and physical performance.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse principles strategies, and methodologies related to injury, psychology and behaviour and their relationship with athletic performance	• critically analyse principles strategies, and methodologies related to injury, psychology and behaviour, their relationship with athletic performance and evaluate limitations and assumption	• describe injury, psychology and behaviour practices and approaches
• analyse theories, concepts and models related to injury, psychology and behaviour and their effect on athletic performance to draw conclusions	• critically analyse theories, concepts and models related to injury, psychology and behaviour and their effect on athletic performance to draw informed and insightful conclusions	• describe injury, psychology and behaviour theories and concepts
• analyse research methods, programs, problems, or questions related to injury, psychology and behaviour using the principles of ethics or sustainability to explain solutions	• critically analyse research methods, programs, problems, or questions related to injury, psychology and behaviour using the principles of ethics or sustainability to evaluate solutions	
• assess a range of targeted resources and technologies intended to enhance injury, psychology and behavioural outcomes, experiences, or performance	• evaluate a range of targeted resources and technologies intended to enhance injury, psychology and behavioural outcomes, experiences or performance	• describe resources and technologies intended to enhance injury, psychology, and behaviour
• apply knowledge, understanding and skills to investigate and solve problems associated with injury, psychology, and behaviour	• synthesise knowledge, understanding and skills to investigate and solve problems associated with injury, psychology, and behaviour	• apply knowledge, understanding and skills of injury, psychology, and behaviour to improve athletic performance

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse theories, concepts, and models about factors affecting performance to conclusions about the management of sports injuries, rehabilitation, and the athletic mindset, e.g. types and classification of injuries, theories of arousal, motivational theories	• critically analyse theories, concepts, and models about factors affecting performance to draw informed and insightful conclusions about the management of sports injuries, rehabilitation, and the athletic mindset, e.g. types and classification of injuries, theories of arousal, motivational theories	• describe practices and approaches to sports injuries, rehabilitation, and the athletic mindset
• analyse principles strategies, and methodologies of injury, psychological and behavioural factors that influence athletic performance, e.g. goal setting, psychological management tools, methods for rehabilitation	• critically analyse principles strategies, and methodologies of injury, psychological and behavioural factors that influence athletic performance and evaluate limitations and assumptions of knowledge about and inquiry into these areas, e.g. goal setting, psychological management tools, methods for rehabilitation	• describe theories or concepts related to injury, psychological and behavioural factors
• analyse research methods, programs, problems or questions about injury, psychology or behaviour using the principles of ethics or sustainability to explain solutions about the relationship between mental and physical performance, e.g. contact sport and concussion, methods of psychological testing and interventions, psychological impacts of body image	• critically analyse research methods, programs, problems or questions about injury, psychology or behaviour using the principles of ethics or sustainability to evaluate solutions about the relationship between mental and physical performance, e.g. contact sport and concussion, methods of psychological testing and interventions, psychological impacts of body image	
• assess a range of targeted resources and technologies intended to enhance, experiences or performance associated with injury, performance or behaviour, e.g. psychological assessments, activity trackers, smart mouth guards	• evaluate a range of targeted resources and technologies intended to enhance, experiences or performance associated with injury, performance or behaviour, e.g. psychological assessments, activity trackers, smart mouth guards	• describe resources and technologies intended to enhance experiences or performance associated with injury, performance, or behaviour

A Course	T Course	M Course
Skills		
• apply Exercise Science knowledge, understanding and skills to investigate the psychological and behavioural problems in familiar and unfamiliar contexts, e.g. apply knowledge to produce a plan – injury recovery plan, return to play plan, psychological skills plan	• synthesise Exercise Science knowledge, understanding and skills to investigate the psychological and behavioural problems in familiar and unfamiliar contexts, e.g. synthesis knowledge to produce a plan – injury recovery plan, return to play plan, psychological skills plan	• apply knowledge, understanding and skills of psychology and behaviour to improve health
• create targeted and high-quality plans about nutritional and training problems to achieve desired Exercise Science outcomes that influence human performance during sport and exercise, e.g. validate plans against external data	• create evidence-informed, targeted, and high-quality plans about psychological and behavioural problems to achieve desired Exercise Science outcomes that influence human performance during sport and exercise, e.g. validate plans against external data	• outline plan appropriate to achieved improved training outcomes
• plan and undertake independent enquiries using science methods and analyse relevant data and information based on valid and reliable sources, e.g. evaluate own lab data	• plan and undertake independent enquiries using science methods and critically analyse relevant data and information based on critical evaluation of valid and reliable sources, e.g. evaluate own lab data	• undertake an inquiry, self-managing the process
• communicate effectively using a range of modes, mediums, and technique for a chosen purpose, adhering to the principles of academic integrity	• communicate effectively using a range of modes, mediums, and technique for a variety of purposes, adhering to the principles of academic integrity	• communicate ideas using appropriate language
• apply interpersonal, intrapersonal, and leadership skills with integrity to Exercise Science problems and research methods, e.g. fitness testing, collection of group data	• apply interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences to Exercise Science problems and research methods, e.g. fitness testing, collection of group data	• apply interpersonal and intrapersonal skills
• reflect using evidence on Exercise Science knowledge, understanding and skills to make considered proposals for improvement	• reflect using evidence on Exercise Science knowledge, understanding and skills to make targeted and justified proposals for improvement	• reflect on own application of knowledge, understanding or skills

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-10.

Independent Study — Value 1.0

Independent Study a — **Value 0.5**

Independent Study b — **Value 0.5**

Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse principles, strategies and methodologies in Exercise Science	• critically analyse principles, strategies and methodologies in Exercise Science and evaluate limitations and assumptions of research	• describe practices and approaches in Exercise Science
• analyse Exercise Science theories, concepts, and models to draw conclusions	• critically analyse Exercise Science theories, concepts, and models to draw informed and insightful conclusions	• describe Exercise Science theories or concepts
• analyse Exercise Science programs, problems or questions using the principles of ethics or sustainability to explain solutions	• critically analyse Exercise Science programs, problems or questions using the principles of ethics or sustainability to evaluate solutions	
• assess a range of targeted resources and technologies intended to enhance outcomes in Exercise Science	• evaluate a range of targeted resources and technologies intended to enhance outcomes in Exercise Science	• describe resources or technologies within chosen Exercise Science contexts
• apply Exercise Science knowledge, understanding and skills to investigate and solve problems	• synthesise Exercise Science knowledge, understanding and skills to investigate and solve problems	• apply Exercise Science knowledge, understanding and skills to exercise science contexts

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
• analyse Exercise Science theories, concepts, and models to draw conclusions	• critically analyse Exercise Science theories, concepts, and models to draw informed and insightful conclusions	• describe practices and approaches in Exercise Science
• analyse principles, strategies, and methodologies in chosen Exercise Science context	• critically analyse principles, strategies and methodologies in Exercise Science and evaluate limitations and assumptions of research	• describe Exercise Science theories or concepts
• analyse Exercise Science programs, problems or questions using the principles of ethics or sustainability to explain solutions	• critically analyse Exercise Science programs, problems or questions using the principles of ethics or sustainability to evaluate solutions	
• assess a range of targeted resources and technologies intended to enhance Exercise Science outcomes	• evaluate a range of targeted resources and technologies intended to enhance Exercise Science outcomes	• describe resources or technologies within chosen Exercise Science contexts
Skills		
• apply Exercise Science knowledge, understanding and skills to investigate chosen problems in familiar and unfamiliar contexts	• synthesise Exercise Science knowledge, understanding and skills to investigate chosen problems in familiar and unfamiliar contexts	• apply knowledge, understanding and skills to improve performance
• create targeted and high-quality plans for chosen Exercise Science problems to achieve outcomes	• create evidence-informed, targeted, and high-quality plans for chosen Exercise Science problems to achieve desired outcomes	• outline plan appropriate to achieved improved exercise outcomes
• plan and undertake independent enquiries using science methods and analyse relevant data and information based on valid and reliable sources	• plan and undertake independent enquiries using science methods and critically analyse relevant data and information based on critical evaluation of valid and reliable sources	• undertake an inquiry, self-managing the process
• communicate effectively using a range of modes, mediums, and technique, adhering to the principles of academic integrity	• communicate effectively using a range of modes, mediums, and technique for a chosen purpose, adhering to the principles of academic integrity	• communicate ideas, using appropriate language

A Course	T Course	M Course
• apply interpersonal, intrapersonal skills with integrity to Exercise Science problems and research methods	• apply interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences to Exercise Science problems and research methods	• apply interpersonal and intrapersonal skills
• reflect using evidence on Exercise Science knowledge, understanding and skills to make considered proposals for improvement	• reflect using evidence on Exercise Science knowledge, understanding and skills to make targeted and justified proposals for improvement	• reflect on own application of knowledge, understanding or skills

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-10.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor, or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student, rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities, and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Moderation

System Moderation

System moderation begins in schools whereby teachers cooperate to develop assessment, and grade and score student assessment according to the relevant curriculum.

Moderation Day is an essential component of the ACT senior secondary system which empowers school autonomy in curriculum and assessment. Moderation Day is a collaborative and professional event whereby schools undertake system quality assurance activities on behalf of their current and future students. Moderation Day fosters and enriches the development of quality assessment and validates student achievement. Continued best practice in teaching and learning is ensured through the formation of valid, constructive, and detailed feedback.

System Moderation:

- provides comparability of school-based assessment
- forms the basis for valid and reliable assessment in senior secondary schools
- involves the ACT Board of Senior Secondary Studies (BSSS) and schools in cooperation and partnership
- maintains the integrity of the ACT Senior Secondary Certificate.

The Moderation Model

Moderation within the ACT senior secondary system encompasses structured, consensus-based peer review of Unit Grades and quality of assessment for all BSSS courses twice per year. In addition to System Moderation, there is statistical moderation of course scores.

Moderation by Structured, Consensus-based Peer Moderation

Consensus-based peer moderation involves the review of student assessment against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the Framework Achievement Standards. In addition, feedback will be provided on the quality of the task.

Preparation for Structured, Consensus-based Peer Review

Schools retain originals or copies of student assessment evidence completed in the delivery of the unit and all unit documentation. Student assessment evidence must be sufficient to allow reviewing teachers to make an accurate judgment of grade standard. Schools will use ACS to present this information for System Moderation. Criteria for each Moderation Day will be communicated to schools in the proceeding calendar year.

Feedback from System Moderation

Feedback is provided to schools to affirm good practice and inform continuous improvement. This feedback is based on the BSSS Quality Assessment Guidelines and relevant course documents. It is expected that schools engage with feedback and address any longitudinal trends as outlined in the *BSSS Policy and Procedures Manual*.

Appendix B – Course Developers

Name	**College**
Dr Ben Rattray	University of Canberra
Patrick Langer	Burgmann Anglican School
Kym Darmody	St John Paul II College
Colin Kelley	Gungahlin College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose, and apply	apply	ideas and procedures in unfamiliar situations, content, and processes in non-routine settings
	compose	oral, written, and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols, or signs
	create	creative thinking to identify areas for change, growth, and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise, and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths, and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence, and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause, and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities, and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure, or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and/or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events, or circumstances
Represent	Use words, images, symbols, or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation, and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college, and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:	
Framework:	
Course Title:	Exercise Science
Classification/s:	A T M
Accredited from:	2026