Sports Development

A / T / M

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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, establish a rich learning environment and generate 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.
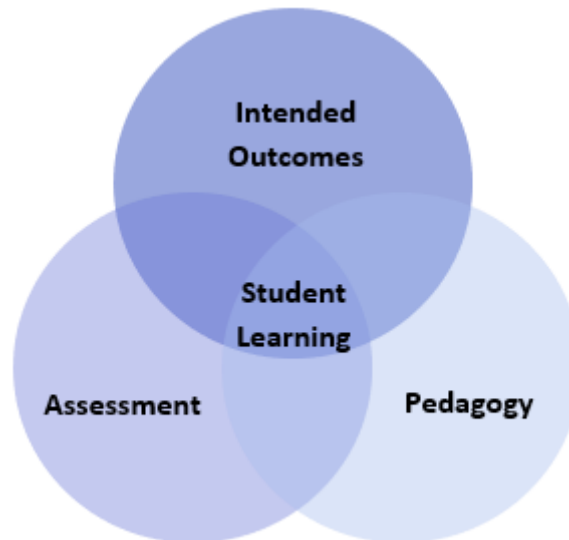
Learning Principles

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

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in 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. Sports development assists in the development of literacy by introducing specific terminology used in health and physical activity contexts. Students understand the language used to describe health and sporting, products, information, status and services. They also develop skills that empower them to be critical consumers able to access, interpret, analyse, challenge and evaluate the ever-expanding and changing knowledge base and influences in the fields of health and physical education. In physical activity settings, as performers, officials and spectators, students develop an understanding of the language of movement and sports sciences. This is essential in analysing their own and others' movement performances.

Students learn to comprehend and compose texts related to Health and Physical Education. This includes learning to communicate effectively for a variety of purposes to different audiences, express their own ideas and opinions, evaluate the viewpoints of others and express their emotions appropriately in a range of social and physical activity contexts.

Numeracy

Sports Development provides students with opportunities to recognise the mathematics that exists in Health and Physical Education learning experiences. As they engage with Health and Physical Education, students see the importance of numeracy, select relevant numeracy knowledge and skills, and apply these skills in a range of contexts. Students use calculation, estimation and measurement to collect and make sense of information related to, for example, nutrition, fitness, or various skill performances. They use spatial reasoning in movement activities and in developing concepts and strategies for individual and team sports or recreational pursuits. Students interpret and analyse health and physical activity information using statistical reasoning, identifying patterns and relationships in data to consider trends, draw conclusions, make predictions and inform sports development behaviour and practices. Concepts include understanding a wide range of concepts related to space, such as angles, direction, trajectories, distance, heights, timing, width, speed, velocity, and force, critically analysing statistical information related to improving physical performance. Students use measuring instruments, such as tapes, heart monitors, stopwatches, calipers, pedometers, and player movement tracking devices. They understand numerical information on food packages in relation to nutrition and high-performance or energy foods.

Information and Communication Technology (ICT)

Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Sports Development enhances ICT learning by helping students to effectively and safely access online health and physical activity information and services to manage their own health and wellbeing. Students further develop their understanding of the role ICT plays in the lives and relationships of young people. Students develop an understanding of ethical online behaviour, including protocols and practices for using ICT for respectful communication. Students use ICT as key tools for communicating, collaborating, creating content, seeking help, accessing information and analysing performance in the Health and Physical Education field.

Sports Development students use a range of ICT to analyse, measure and enhance movement performances and to access and critically evaluate health and sports information, products and services. They also use ICT to develop personalised plans for nutrition and physical activity participation.

Information and communication technologies are fast and automated, interactive and multimodal, and they support the rapid communication and representation of knowledge to many audiences and its adaptation in different contexts. They transform the ways that students think and learn and give them greater control over how, where and when they learn.

Critical and Creative Thinking

Sports Development develops students' ability to think logically, critically and creatively in response to a range of Health and Physical Education issues, ideas and challenges. Students learn how to critically evaluate evidence related to the learning area and the broad range of associated media messages to creatively generate and explore original alternatives and possibilities. In Sports Development, students' critical and creative thinking skills are developed through learning experiences that encourage them to pose questions and seek solutions to issues by designing appropriate strategies to promote and advocate personal improved performance, health and wellbeing. Students also use critical thinking to challenge societal factors that negatively influence their own and others' sporting development, health and wellbeing.

Personal and Social Capability

Sports Development is a key contributor to the development of personal and social capability for all students. Working collaboratively with others in movement- and non-movement-based activities develops students' personal and social skills as well as an appreciation of their own strengths and abilities and those of their peers. They develop a range of interpersonal skills such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives.

The curriculum provides opportunities for students to explore their own identities and develop an understanding of factors that influence and shape who they are. They learn how to recognise, understand, validate and respond appropriately to their own abilities, emotions, strengths and values.

They develop the knowledge, understanding and skills to set and monitor personal and academic goals, effectively manage their time, and prioritise tasks and responsibilities in order to balance their sporting, school, home, work and social commitments.

Ethical Understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Building ethical understanding through Sports development will assist students to engage with the more complex issues that they are likely to encounter in the future, and to navigate a world of competing values, rights, interests and norms.

This capability focuses on the importance of treating others with integrity, fairness and compassion, and valuing and respecting diversity.

Students examine ethical principles and codes of practice appropriate to different contexts, such as on the sporting field, at school, at home, in the community, in relationships, and when using digital technologies such as social media. As students explore concepts and consequences of fair play, equitable participation, empathy and respect in relationships, they develop skills to make ethical decisions and understand the consequences of their actions. They also develop the capacity to apply these skills in everyday situations and sports based contexts. Students learn to recognise the complexity of many ethical issues.

Intercultural Understanding

Sports Development 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 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 sporting issues and concepts of 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 health, sports and physical activity 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

In the Australian Curriculum: Health and Physical Education (F–10), the Aboriginal and Torres Strait Islander histories and cultures priority will provide opportunities for all students to appreciate and celebrate the beauty of the world's oldest continuous living cultures. Students will gain a deeper understanding of the significance and impact Australia's First Peoples' histories and dynamic cultures continue to have on our world. This priority provides important and engaging contexts for exploring personal, community and group identities. In doing this, it builds understanding about differences and commonalities in systems of knowledge and beliefs.

The Australian Curriculum: Health and Physical Education (F–10) encourages all students from Foundation to Year 10 to engage with and appreciate the lived experiences of Aboriginal and Torres Strait Islander peoples. Health and Physical Education explores Aboriginal and Torres Strait Islander cultural heritage and further develops student knowledge of key concepts of country/place, peoples and cultures.

Students learn about the richness of Aboriginal and Torres Strait Islander modes of communication and ways of living, and develop appreciation and understanding of uniquely Australian connections to place, people and ways of being. They explore the importance of family and kinship structures for maintaining and promoting health, safety and wellbeing within their community and the wider community. Students also have the opportunity to participate in physical activities and cultural practices such as traditional and contemporary Indigenous games. In outdoor and environmental studies students learn about significant places and appreciate the natural environment as a source of well-being.

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 sports, health and physical activity. An understanding of the engagement between Australia and Asia underpins the capacity of students to be active and informed citizens.

Sports development enables students to appreciate and engage with diverse cultures, traditions and belief systems of the Asia region through a sporting lens that builds cultural understanding, empathy and respect. Students may examine the meaning of health and the mind-body-spirit connection across the cultures of the Asia region through wellness practices. These include sports culture, physical activity and traditions of medicine and healthcare.

In Health and Physical Education, students recognise the influence within Australian culture of traditional and contemporary movement activities from the Asia region. While exploring health and movement in the context of Asia, students develop an understanding of the links between humans, environments and active living practices.

Sustainability

The Sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations.

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.

In Health and Physical Education, students develop a deeper understanding of the relationship between the health and wellbeing of the individual and the environment. They develop this understanding through a range of activities including learning in, and about, the outdoors; the creation of spaces for outdoor sports ,active outdoor recreation; active transport options; and growing, sourcing and choosing food products. As such, they will gain a capacity to advocate and act for a sustainable future.

Sports Development
A/T/M

Rationale

Sports Development is an integrated study that focuses on specialised sports development for the individual. Students learn about principles of high performance, self awareness and understanding of their prowess in an individual sport. They learn about and practice ways of maintaining elite performance. This course prepares students aspiring to participate in elite sport.

The study of Sports Development provides pathways to further study in both tertiary and vocational areas as well as providing foundations for future involvement in elite sport as a competitor, official or administrator.

Goals

This course should enable students to:

- increase high level physical literacy in, through and about movement

- analyse elite sports development theories, concepts, principles, methodologies, assumptions, perspectives and ideas

- analyse the nature and purpose of health and physical education and the impact of factors that influence self, others and well-being

- analyse values and attitudes and evaluate their influence on health and physical education

- communicate in a range of modes and mediums for specific purposes and audiences

- reflect on and apply concepts, skills and strategies to promote high performance.

Unit Titles

- Personal Development in a Sport

- Building an Elite Athlete

- Athletes in Society

- Performance Analysis

- Independent Study

Organisation of Content

Personal Development in a Sport

Students will explore time-management, lifestyle balance, academic pursuits, training, work and social interactions in the context of developing and maintaining an elite athlete.

Building an Elite Athlete

Students will explore personalising programs, individual and/ or team development, nutrition, psychology and recovery in the in the context of developing and maintaining an elite athlete.

Athletes in Society

Students will explore issues in sport, drugs, community expectations of athletes, as well as community, national and global environments in the context of developing and maintaining an elite athlete.

Performance Analysis

Students will explore technology in sport, injury management and prevention, biomechanics, tactics, game analysis and feedback in the context of developing and maintaining an elite athlete.

Independent Study

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.

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 1.0 unit in this course of study.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provide 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

Task Type	Knowledge and understanding	Skills
	Suggested tasks: • research essays • assignments • reports • exam/tests • multimedia tasks • reflective diaries • journals • portfolios • logs	**Suggested tasks:** • practical laboratories • presentations • orals • physical activity tasks • practical tests • campaigns and case studies • debates • seminars • field trips
Weightings in A 1.0 and 0.5 units	40 - 60%	40 - 60%
Weightings in T 1.0 and 0.5 units	40 - 60%	40 - 60%
Weighting in M 1.0 and 0.5 units	10 - 90%	10 - 90%

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.

- Suggested guidelines for a written task: **A** 500 - 800, **T** 800 - 1500 words.

- Suggested guidelines for an oral presentation: **A** 5 - 8 minutes, **T** 8 - 15 minutes.

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 Sports Development 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 theories, concepts and models used to explain health, outdoor and physical activity • analyses principles, strategies, methodology, approaches to data and procedures • analyses health, outdoor, physical activity topics • communicates ideas with coherent arguments using appropriate evidence, language, and accurate referencing	• discusses theories, concepts and models used to explain health, outdoor and physical activity • discusses principles, strategies, methodology, approaches to data and procedures • discusses health, outdoor, physical activity topics • communicates ideas and arguments using appropriate evidence, language, and accurate referencing	• interprets theories, concepts and models used to explain health, outdoor and physical activity • interprets principles, strategies, methodology, approaches to data and procedures • interprets health, outdoor, physical activity topics • communicates ideas and arguments with referencing	• describes theories, concepts and models used to explain health, outdoor and physical activity • describes principles, strategies, methodology, approaches to data and procedures • describes health, outdoor, physical activity topics • communicates ideas and information with minimal referencing	• identifies theories, concepts and models used to explain health, outdoor and physical activity • identifies principles, strategies, methodology, approaches to data and procedures • identifies health, outdoor, physical activity topics • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, or ideas with control and precision or accuracy to a practical context • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances or experiences of self and others • analyses practical technique, performance, or experience with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with control or effectiveness to a practical context • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances or experiences of self and others • discusses practical technique, performance, or experience with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with some control or effectiveness to a practical context • undertakes guided inquiries and describes data and information based on appropriate sources • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances or experiences of self and others • interprets practical technique, performance, or experience with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with minimal control or with inconsistency to a practical context • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances or experiences of self and others • describes practical techniques, performance, or experience with some reference to specific criteria	• applies concepts, models, principles, methodology, or ideas inaccurately in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances or experiences of self and others • identifies practical technique, performance, or experiences with little or no reference to specific criteria

Achievement Standards for Sports Development 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, physical education theories, concepts, and models and evaluates their limitations and assumptions • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability • analyses representations and interpretations of health, outdoor, physical education topics and discusses their significance • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	• analyses health, outdoor, physical education theories, concepts, and models and explains their limitations and assumptions • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability • analyses representations and interpretations of health, outdoor, physical education topics and explains their significance • communicates ideas and arguments using appropriate evidence, language, and accurate referencing	• explains health, outdoor, physical education theories, concepts, and models and describes their limitations and assumptions • explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • explains representations and interpretations of health, outdoor, physical education topics describes their significance • communicates ideas and arguments with referencing	• describes health, outdoor, physical education theories, concepts, and models with some reference to their limitations and assumptions • describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability • describes representations and interpretations of health, outdoor, physical education topics and makes some reference to their significance • communicates ideas and information with minimal referencing	• identifies health, outdoor, physical education theories, concepts, and models with little to no reference to their limitations and assumptions • identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability • identifies representations and interpretations of health, outdoor, physical education topics and makes little or no reference to their significance • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, or ideas with control and precision or high command to a practical context • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances or experiences of self and others • analyses with insight practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with control or command to a practical context • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances or experiences of self and others • analyses practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with some control or command to a practical • undertakes guided inquiries and describes data and information based on an appropriate source • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances or experiences of self and others • explains practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with minimal control or command to a practical context • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances or experiences of self and others • describes practical techniques, performance, or experiences with some reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with little or no control or command in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances or experiences of self and others • identifies practical techniques, performance, techniques, or experiences with little or no reference to specific criteria

Achievement Standards for Sports Development 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, physical education theories, concepts, and models and explains their limitations and assumptions • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability • analyses health, outdoor, physical activity topics and explains their significance • communicates ideas with coherent arguments using appropriate evidence, language, and accurate referencing	• explains health, outdoor, physical education theories, concepts, and models and discusses their limitations and assumptions • explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability • explains health, outdoor, physical education topics and discusses their significance • communicates ideas and arguments using appropriate evidence, language, and accurate referencing	• discusses health, outdoor, physical education theories, concepts, and models and describes their limitations and assumptions • discusses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • discusses health, outdoor, physical education topics describes their significance • communicates ideas and arguments with referencing	• describes health, outdoor, physical education theories, concepts, and models with some reference to their limitations and assumptions • describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability • describes health, outdoor, physical education topics and makes some reference to their significance • communicates ideas and information with minimal referencing	• identifies health, outdoor, physical education theories, concepts, and models with little to no reference to their limitations and assumptions • identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability • identifies health, outdoor, physical education topics and makes little or no reference to their significance • communicates limited ideas and information with limited or no referencing
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Achievement Standards Sports Development 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, physical education theories, concepts, and models and evaluates their limitations and assumptions • critically analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and evaluates their validity and reliability • critically analyses the nature and purpose of health, outdoor, physical education and evaluates the impact of strategies and techniques on individuals' performance, experience, health, and well-being in varied and changing contexts • critically analyses representations and interpretations of health, outdoor, physical education topics and evaluates their significance • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	• analyses health, outdoor, physical education theories, concepts, and models and explains their limitations and assumptions • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability • analyses the nature and purpose of health, outdoor, physical education and explains the impact of factors on individuals' performance, experience, health, and well-being in changing contexts • analyses representations and interpretations of health, outdoor, physical education topics and explains their significance • communicates ideas and arguments using appropriate evidence, language, and accurate referencing	• explains health, outdoor, physical education theories, concepts, and models and describes their limitations and assumptions • explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • explains the nature and purpose of health, outdoor, physical education theories and describes the impact of factors on individuals' performance, experience, health, and well-being in familiar contexts • explains representations and interpretations of health, outdoor, physical education topics and describes their significance • communicates ideas and arguments with referencing	• describes health, outdoor, physical education theories, concepts, and models with some reference to their limitations and assumptions • describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability • describes the nature and purpose of health, outdoor, physical education theories and identifies the impact of factors on individuals' performance, experience, health, and well-being in familiar contexts • describes representations and interpretations of health, outdoor, physical education topics and makes some reference to their significance • communicates ideas and information with minimal referencing	• identifies health, outdoor, physical education theories, concepts, and models with little or no reference to their limitations and assumptions • identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability • identifies the nature and purpose of health, outdoor, physical education theories with little or no reference to the impact of factors on individuals' performance, experience, health, and well-being • identifies representations and interpretations of health, outdoor, physical education topics and makes little or no reference to their significance • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, or ideas with control and precision or high command to a practical context • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances or experiences of self and others • evaluates with insight on practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with control or command to a practical context • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances or experiences of self and others • analyses with insight on practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with some control or command to a practical context • undertakes guided inquiries and describes data and information based on a appropriate sources • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances or experiences of self and others • explains practical techniques, performance, or experiences with reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with minimal control or command to a practical context • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances or experiences of self and others • describes practical techniques, performance, or experiences with some reference to specific criteria	• applies concepts, models, principles, methodology, or ideas with little or no control or command in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances or experiences of self and others • identifies practical techniques, performance, or experiences with little or no reference to specific criteria

Achievement Standards for Sports Development M Course Years 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 strategies, procedures with independence • describes practical techniques, performance, or experience with independence	• describes strategies, procedures with some assistance • describes practical techniques, performance, or experience with some assistance	• recounts strategies, procedures with assistance • recounts practical techniques, performance, or experience with assistance	• identifies strategies, procedures with continuous guidance • identifies practical techniques, performance, or experience with continuous guidance	• identifies strategies, procedures with direct instruction • identifies practical techniques, performance, or experience with direct instruction
Skills	• communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with independence • makes discerning choice of strategies and procedures to enhance physical performances or experiences of self with independence • plans and undertakes inquiries with independence	• communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with some assistance • selects strategies and procedures to enhance physical performances or experiences of self with some assistance • plans and undertakes inquiries with some assistance	• communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with assistance • selects strategies and procedures to enhance physical performances or experiences of self with assistance • undertakes guided inquiries with assistance	• communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with continuous guidance • selects strategies and procedures to enhance physical performances or experiences of self with continuous guidance • undertakes guided inquiries with continuous guidance	• communicates ideas and arguments using appropriate evidence, terminology, and accurate referencing with direct instruction • selects strategies and procedures to enhance physical performances or experiences of self with direct instruction • undertakes simple research on a topic with direct instruction

Personal Development in a Sport   Value: 1.0
Personal Development in a Sport a   **Value 0.5**
Personal Development in a Sport b   **Value 0.5**

Unit Description

Students will explore time-management, lifestyle balance, academic pursuits, training, work and social interactions in the context of developing and maintaining an elite athlete.

Suggested Contexts

Team and individual sports are applicable.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• explain the need to plan for the future, creating appropriate work life balance	• analyse options for the future, inside and outside of sport, creating appropriate work life balance	• describe how athletes prepare for the future including career choices
• identify appropriate time management skills to be a successful athlete	• critically analyse and apply the time management skills of elite athletes	• describe how athletes manage their time effectively

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts, theories and models		
• analyse concepts, theories and models in personal development in a sport, for example, fundamental skill acquisition and specialisation, trainability and coach-ability, career planning and pathways	• critically analyse concepts, theories and models in personal development in a sport, including fundamental skill acquisition and specialisation, trainability and coach-ability, career planning and pathways	• participate in planning and goal setting and the revision of this in relation to performance

A Course	T Course	M Course
• analyse the limitations and assumptions of concepts, for example, fundamental skill acquisition and specialisation, trainability and coach-ability, career planning and pathways	• critically analyse the limitations and assumptions of concepts including fundamental skill acquisition and specialisation, trainability and coach-ability, career planning and pathways, in order to influence personal decisions	• demonstrate an understanding of the skills in their chosen sport
• manage time effectively to ensure a balance between academic, training, work and leisure, using for example a logbook and term planner	• investigate and justify how to manage time effectively to ensure a balance between academic, training, work and leisure, including, but not limited to, using a logbook and composing a term planner	• prepare and perform in simulated and actual games
• analyse how data, including fitness testing, would impact on development of training programs and SMART goal setting	• critically analyse how data including fitness testing, would impact on development of training programs and SMART goal setting	• identify SMART goal setting
Principles, strategies, methodology		
• develop goal setting strategies, for example, process goals and outcome goals	• evaluate, and individualise goal setting strategies, including, process goals and outcome goals	• select goal setting strategies
• apply time management models to create and use an individualised time management plan	• evaluate time management models to create and use an individualised time management plan	• use a calendar plan to develop time management skills, with guidance
• physically prepare and perform in simulated and actual match/ tournament conditions at local, state, national and/or international levels	• physically prepare and perform in simulated and actual match/ tournament conditions at local, state, national and/or international levels, reflecting on personal performance	

A Course	T Course	M Course
• acquire and demonstrate an understanding of the skills, physical demands and teamwork, positional play and tactics in selected sport • participate in planning and goal setting and the revision of this in relation to performance, including skill acquisition and the key components of physical fitness	• acquire, evaluate and demonstrate an understanding of the skills, physical demands and teamwork, positional play and tactics in selected sport • formulate and assess planning and goal setting and the revision of this in relation to performance, including skill acquisition and the key components of physical fitness	
Nature and purpose		
• explore the role and understand responsibilities of the individual in personal development in sport • understand the need to complete training programs and routines applicable to skill development • apply advanced techniques and strategies in selected sport, such as positional play and tactics as well as performance in match or tournament conditions	• critically analyse the role and responsibilities of the individual in personal development in sport • evaluate and explain the need to create and complete personalised training programs and routines applicable to skill development, comparing and contrasting elite and other athletes • apply advanced techniques and strategies in selected sport, such as positional play and tactics as well as performance in match or tournament conditions	• classify the responsibilities of the individual in personal development in sport • complete training programs applicable to skill development • apply techniques such as positional play and tactics in game conditions
Representations and interpretations		
• describe a range of roles related to particular sports, including employment opportunities, skill-sets and qualifications needed for future study and employment options for example creating a resume including cover letter, demonstrating employability skills	• examine and evaluate a range of roles and career pathways related to particular sports, including employment opportunities, skill-sets and qualifications needed for future study and employment options including creating an appropriate resume including cover letter, experiences, and demonstrating employability skills	• create a resume including cover letter, demonstrating employability skills

A Course	T Course	M Course
• reflect on the requirements of a sporting lifestyle that may promote or counter wellbeing, such as time management, mental health and motivation	• determine and practice requirements of a sporting lifestyle that may promote or counter wellbeing, such as time management, mental health and motivation strategies	• describe a sporting lifestyle that may promote wellbeing
Communication		
• apply communication skills within the context of personal development in sport	• apply high level communication skills within the context of personal development in sport	• communicates ideas using appropriate language
• communicates ideas and arguments using appropriate evidence, language and referencing	• communicates ideas and arguments using appropriate evidence, language and referencing	• work with coaches, teachers, team members (displaying teamwork when necessary) and other talented sports people at college
• work with coaches, teachers, team members (displaying teamwork when necessary) and other talented sports people at college	• work with coaches, teachers, team members (displaying teamwork when necessary) and other talented sports people at college	

A guide to reading and implementing content descriptions

In this course there are opportunities to use a range of practical and theoretical applications to promote understanding.

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 emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided that it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Building an Elite Athlete   Value: 1.0
Building an Elite Athlete a   **Value 0.5**
Building an Elite Athlete b   **Value 0.5**

Unit Description

Students will explore personalising programs, individual and/ or team development, nutrition, psychology and recovery in the context of developing and maintaining an elite athlete.

Suggested Contexts

Team and individual sports are applicable.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• understand and implement training programs to enhance athletic performance • apply an understanding of nutritional, psychological and recovery techniques that influence athletic performance	• implement training programs to enhance elite athletic performance • apply an understanding of nutritional, psychological and recovery techniques that influence elite performance	• describe training programs that enhance performance • describe how nutrition and recovery affect performance

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts, theories and models		
• analyse theories on building an elite athlete for example, develop personalised training programs for the individual and where appropriate team, based on researched evidence	• critically analyse theories on building an elite athlete including, develop personalised training programs for the individual and where appropriate team, based on researched evidence, periodisation, the '10 year rule', training principles and skill acquisition	• describe concepts for building an elite athlete for example, training programs including teamwork, positional play, tactics

A Course	T Course	M Course
• analyse concepts on building an elite athlete for example, research on elite athletes in relation to their training programs including teamwork, positional play, tactics	• critically analyse concepts on building an elite athlete including research on elite athletes in relation to their training programs including teamwork, positional play, tactics	• discuss different training models
• analyse models on building an elite athlete including personalised training programs for the individual/ team based on researched evidence	• critically analyse models on building an elite athlete including personalised training programs for the individual/ team based on researched evidence	• describe the difference between an elite athlete and an amateur athlete
• investigate how elite athletes differ from amateur athletes including nutrition, mental preparation/sports psychology, recovery	• investigate and demonstrate knowledge in how elite athletes differ from amateur athletes including nutrition, mental preparation/sports psychology, recovery	• describe the role nutrition and recovery plays in sporting performance
• investigate contemporary theories, concepts and methods of training and the significance of personalising programs	• investigate and critically evaluate contemporary theories, concepts and methods of training and the significance of personalising programs	• perform in simulated or actual match conditions
		• describe the skills needed to be successful in your chosen sport
		• participate in and review goal setting activities linked to physical activities
Principles, strategies, methodology		
• analyse how different coaching styles and methodologies can influence athletes performance	• critically analyse and assess how different coaching styles and methodologies can influence athletes performance	• describe how different coaching styles can influence athletes performance
• analyses principles on building an elite athlete for example, frequency and intensity of training, recovery, nutrition	• critically analyses principles on building an elite athlete, including, frequency and intensity of training, recovery, nutrition	• describe how nutrition and recovery helps build an elite athlete

A Course	T Course	M Course
• analyses strategies on building an elite athlete for example, altitude training	• critically analyses strategies on building an elite athlete, including, altitude training, heat training	• describe strategies used by elite athletes in training
• analyses methodologies on building an elite athlete for example, sports training principles	• critically analyses methodologies on building an elite athlete for example, sports training principles	
• prepare and perform in simulated and actual match/tournament conditions at local, state, national and/or international levels	• prepare and perform in simulated and actual match/tournament conditions at local, state, national and/or international levels, reflecting on performance	
• acquire and demonstrate an understanding of the skills, physical demands and teamwork, positional play and tactics in their chosen sport	• acquire and demonstrate an understanding of the skills, physical demands and teamwork, positional play and tactics in their chosen sport	
• participate in planning and goal setting and the revision of this in relation to performance, including skill acquisition and the key components of physical fitness	• apply planning and goal setting, evaluate and revise this in relation to performance, including skill acquisition and the key components of physical fitness	

Nature and purpose

A Course	T Course	M Course
• understand and apply key sports training principles such as reversibility, specificity, and overload	• compare, select and apply key sports training principles such as reversibility, specificity, and overload	• describe key sports training principles such as reversibility and overload
• analyse key issues encountered by elite athletes in contemporary society	• critically analyse key issues encountered by elite athletes in contemporary society	• describe some expectations and responsibilities of being an elite athlete in contemporary society
• understand how feedback can enhance own and others movement composition, and enhance performance	• evaluate and critically analyse sources of feedback and how they can enhance own and others movement composition, and enhance performance	• understand how feedback can enhance performance

A Course	T Course	M Course
• understand the opportunities and pathways for young athletes to follow to progress to elite athletes	• explore and evaluate the opportunities and pathways for young athletes to follow to progress to elite athletes	
Representations and interpretations		
• analyse issues, problems and practices in building an elite athlete	• critically analyse issues, problems and practices in building an elite athlete	• describe the requirements in becoming an elite athlete
• plan and undertake an independent inquiry, evaluating and analysing data	• plan and undertake an independent inquiry, evaluating and analysing data to form considered conclusions	
• analyse sources of information to determine validity and reliability	• critically analyse sources of information and make judgements on validity and reliability	• describe sources of gathering information to become an elite athlete
Communication		
• interpret numerical comparisons of size and measurements, grouping, estimating, counting, space, statistical information, graphs, tables and diagrams	• understand and use numerical comparisons of size and measurements, grouping, estimating, counting, space, statistical information, interpreting, and using graphs, tables and diagrams	• make numerical comparisons of size and measurements, grouping, estimating, counting, space
• communicate using appropriate language, correct terminologies, language convention, forms and acknowledging sources appropriately	• communicate using appropriate language, correct terminologies, language convention, forms and acknowledging sources appropriately	• communicate using appropriate language
• understand that effective communication skills enhance a person's ability to express and defend their beliefs	• understand and demonstrate that effective communication skills enhance a person's ability to express and defend their beliefs	• understand that effective communication skills allow a person to express their beliefs

A guide to reading and implementing content descriptions

In this course there are opportunities to use a range of practical and theoretical applications to promote understanding. 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.

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Assessment

Refer to pages 10-12.

Athletes in Society   Value: 1.0
Athletes in Society a   **Value 0.5**
Athletes in Society b   **Value 0.5**

Unit Description

Students will explore issues in sport, drugs, community expectations of athletes, as well as community, national and global environments in the context of developing and maintaining an elite athlete.

Suggested Contexts

Team and individual sports are applicable.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• evaluate the consequences of ethical decision making for athletes	• evaluate the ongoing impact of ethical decision making for athletes, sporting organisations and society	• identify the consequence for poor decision making by athletes
• understand the expectations and responsibilities of being an elite athlete in modern society	• analyse the expectations and responsibilities of being an elite athlete in modern society	• describe what constitutes being a positive role model in society

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts, theories and models		
• analyse theories associated with various styles of leadership	• critically analyse theories associated with various styles of leadership and make judgements about personal preference	• identify leadership styles
• analyse relevant concepts on building athletes in society, such as, performance enhancing and illicit drugs, role modelling and community expectations such as social media	• critically analyse relevant concepts on building athletes in society including but not limited to performance enhancing and illicit drugs, role modelling and community expectations such as social media, use of technology	• describe factors that influence athlete decisions regarding drug use in sport

A Course	T Course	M Course
• analyse the models on building athletes in society by examining, for example, lifestyle, training habits, rewards, challenges and pressures of playing sport at different levels such as locally, nationally, internationally	• critically analyse the models on building athletes in society examining lifestyle, training habits, rewards, challenges and pressures of playing sport at different levels and local, national and international contexts	• describe ways that makes an athlete a good role model
• analyse the limitations and assumptions of being an elite athlete in society, for example life span of an athletic career	• critically analyse the limitations and assumptions of being an elite athlete in society, including life span of an athletic career	
• examine concepts associated with on-field athlete behaviour such as sporting codes of conduct	• examine and explore concepts associated with on-field athlete behaviour including sporting codes of conduct	
Principles, strategies, methodology		
• analyse principles on building athletes in society for example explore the current issues faced by professional sportsmen and women and evaluate strategies employed to respond to these in a local, national and global climate	• critically analyse principles on building athletes in society, including investigating the current issues faced by professional sportsmen and women, and evaluating strategies employed to respond to these in a local, national and global climate	• explore current issues in sport
• analyse strategies on building athletes in society for example, identify and explain how globalisation and media coverage have influenced strategies and behaviours of athletes	• critically analyse and evaluate strategies on building athletes in society including, examining how globalisation and media coverage have influenced strategies and behaviours of athletes	• identify the influence of social media on athletes
• prepare and perform in simulated and actual match/tournament conditions at local, state, national and/or international levels	• plan, prepare and perform in simulated and actual match/ tournament conditions at local, state, national and/or international levels	• prepare and perform in simulated and actual match/tournament conditions at local, state, national and/or international levels

A Course	T Course	M Course
• acquire and demonstrate an understanding of the skills, physical demands and teamwork, positional play and tactics in their chosen sport	• reflect on and assess their understanding and application of the skills, physical demands and teamwork, positional play and tactics in their chosen sport	• demonstrate an understanding of the skills, physical demands and teamwork, positional play and tactics in their chosen sport
• participate in planning and goal setting and the revision of this in relation to performance, including skill acquisition and the key components of physical fitness	• apply planning and goal setting skills, examining these in relation to performance, including skill acquisition and the key components of physical fitness	• participate in goal setting
Nature and purpose		
• analyse community expectations on elite athletes and its social and ethical impact	• critically analyse community expectations on elite athletes and its social and ethical impact	• identify social and ethical issues encountered by elite athletes
• examine the responsibilities of being a role model in modern society	• examine and make judgements on the implications of the responsibilities of being a role model in modern society	• describe appropriate responses of athletes to social and ethical issues
• analyse the experience of elite athletes in local, regional, national and global contexts	• critically analyse the experience of elite athletes in local, regional, national and global contexts	
Representations and interpretations		
• analyse ethical issues, problems and practices confronting elite athletes	• critically analyse ethical issues and problems, hypothesising practices confronting elite athletes	• describe issues confronting a current elite athlete
• undertake an independent inquiry	• plan and undertake an independent inquiry, reaching supported conclusions	
• analyse sources of information for validity and reliability	• evaluate and examine sources of information for validity and reliability	

A Course	T Course	M Course
• recognise and apply ethical behaviours for example fair play, honesty, acceptable behaviours and ethical strategies for example, playing by the rules in selected physical activities	• examine and apply ethical behaviours including fair play, honesty, acceptable behaviours) and ethical strategies, for example, playing by the rules in selected physical activities	• identify ethical behaviours (including fair play, honesty, acceptable behaviours)
Communication		
• understand numerical comparisons of size and measurements, grouping, estimating, counting, space, statistical information, interpreting, and using graphs, tables and diagrams	• understand and evaluate numerical comparisons of size and measurements, grouping, estimating, counting, space, statistical information, interpreting, and using graphs, tables and diagrams	• make numerical comparisons of size and measurements, grouping, estimating, counting, space
• communicate using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately	• communicate using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately	• communicate using effective language
• understand that effective communication skills enhance a person's ability to express and defend their beliefs	• demonstrate that effective communication skills enhance a person's ability to express and defend their beliefs	• recognise that effective communication skills enhance a person's ability to express and their beliefs

A guide to reading and implementing content descriptions

In this course there are opportunities to use a range of practical and theoretical applications to promote understanding. 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 emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided that it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Performance Analysis   Value: 1.0
Performance Analysis a   **Value 0.5**
Performance Analysis b   **Value 0.5**

Unit Description

Students will explore technology in sport, injury management and prevention, biomechanics, tactics, game analysis and feedback in the context of developing and maintaining an elite athlete.

Suggested Contexts

Team and individual sports are applicable.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• understand and evaluate the benefits of technology in sport, around injury management, biomechanical analysis, and performance enhancement	• critically analyse the benefits of technology in sport, around injury management, biomechanical analysis, and performance enhancement	• describe how athletes use technology to train, and avoid injury
• understand and respond to data collection, including statistics and video evidence around performance and feedback	• critically analyse and respond to data collection, including statistics and video evidence around performance and feedback	• describe how statistics and video footage can be used to provide feedback for athletes

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts, theories and models		
• analyse current and new theories/tactics in your chosen sport from elite sporting teams, coaches and athletes	• investigate and evaluate the theory that sports science plays a bigger role in player development/ management than traditional coaching methods	• identify key advancements in technology
• explore the methods and modes of receiving and reacting to feedback. discuss and evaluate the use of statistics, as well as internal and external feedback	• critically analyse the advancements in technology that help with game and performance analysis, including GPS, biomechanical screening, fitness testing, and software apps	• describe how technology can enhance performance

A Course	T Course	M Course
• investigate how technology can influence recovery, injury management and prevention of injury	• critically analyse and examine current and new theories/tactics in your chosen sport from elite sporting teams, coaches and athletes	• describe various injury management techniques
• apply concepts, theories and models in a range of activities, including overtraining and undertraining	• investigate and evaluate the methods and modes of receiving and reacting to feedback, including the use of statistics, as well as internal and external feedback	• appropriately responds to feedback
	• investigate and evaluate how technology can influence recovery, injury management and prevention of injury	
	• apply a variety of complex concepts, theories and models in a range of activities, including overtraining and undertraining	
Principles, strategies, methodology		
• analyse the role of analysts, for example, coaches, statisticians and sports science staff, in improving performance	• evaluate the role of analysts, including coaches, statisticians and sports science staff involved in improving performance	• describe the role of a sports scientist
• analyse issues, problems and practises associated with performance analysis	• investigate and critically analyse issues, challenges, opportunities and practises associated with performance analysis	• identifies issues with performance analysis techniques
• analyse principles on performance analysis for example, data collection, feedback, improving performance	• critically analyse and evaluate principles on performance analysis for example, data collection, feedback, improving performance	• perform in simulated and actual match/tournament conditions at local, state, national and/or international levels

A Course	T Course	M Course
• analyse strategies on performance analysis for example, selecting appropriate data that will improve performance	• evaluate strategies on performance analysis for example, selecting appropriate data that will improve performance	• demonstrate an understanding of the skills, physical demands and teamwork, positional play and tactics in their chosen sport
• analyse methodologies on performance analysis including the relationship between feedback and performance	• critically analyse methodologies on performance analysis including the relationship between feedback and performance	• participate in goal setting
• prepare and perform in simulated and actual match/tournament conditions at local, state, national and/or international levels	• prepare and perform in simulated and actual match/tournament conditions at local, state, national and/or international levels	
• acquire and demonstrate an understanding of the skills, physical demands and teamwork, positional play and tactics in their chosen sport	• reflect on and assess their understanding of the skills, physical demands and teamwork, positional play and tactics in their chosen sport	
• participate in planning and goal setting and the revision of this in relation to performance, including skill acquisition and the key components of physical fitness	• apply planning and goal setting skills, examining these in relation to performance, including skill acquisition and the key components of physical fitness	
Nature and purpose		
• understand the importance of reviewing common issues around conducting analysis such as insufficient or excessive data, or inaccessibility of information	• understand and examine the importance of reviewing common issues around conducting analysis such as insufficient or excessive data, or inaccessibility of information	• identify common issues concerning data collection
• evaluate own and others movement composition, and provide and apply feedback to enhance performance	• critically evaluate own and examine others movement composition, and reflect on and apply feedback to enhance performance	• provide feedback to others performance

A Course	T Course	M Course
• analyse contemporary performance analysis tools and techniques • analyse fitness testing equipment and products	• compare and contrast traditional and contemporary performance analysis tools and techniques • evaluate fitness testing equipment and products	• review the purpose of fitness testing equipment
Representations and interpretations		
• analyse the impact of technology on game and performance, for example GPS, biomechanical screening, fitness testing • analyse issues, problems and practices in a current elite athlete for example, plan and undertake an independent inquiry, evaluating and analysing data • evaluate whether sources of information are valid and reliable • understand the value of performance analysis	• critically analyse the impact of technology on game and performance, for example GPS, biomechanical screening, fitness testing • undertake an independent inquiry, evaluating and analysing data • evaluate and examine whether sources of information are valid and reliable • understand and comprehensively explain the value of performance analysis for emerging and elite athletes • understand the value of performance analysis	• review an elite athletes' performance data • locate valid and reliable sources of information • understand the value of performance analysis
Communication		
• understand numerical comparisons of size and measurements, grouping, estimating, counting, space, statistical information, interpreting, and using graphs, tables and diagrams	• understand and evaluates numerical comparisons of size and measurements, grouping, estimating, counting, space, statistical information, interpreting, and using graphs, tables and diagrams	• make numerical comparisons of size and measurements, grouping, estimating, counting, space

A Course	T Course	M Course
• communicate using effective language, terminologies, language convention, forms and acknowledging sources appropriately	• communicate using effective language, terminologies, language convention, forms and acknowledging sources appropriately	• communicate using effective language
• understand that appropriate communication skills enhance a person's ability to express and defend their beliefs	• understand that appropriate communication skills enhance a person's ability to express and defend their beliefs	• understand that appropriate communication skills enhance a person's ability to express and defend their beliefs

A guide to reading and implementing content descriptions

In this course there are to use a range of practical and theoretical applications to promote understanding.

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Assessment

Refer to pages 10-12.

Independent Study   Value: 1.0
Independent Study a   **Value 0.5**
Independent Study b   **Value 0.5**

Prerequisite

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 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
• understand and apply deep knowledge associated with the negotiated topic of study • participate in and reflect on, the value associated with negotiated topic of study	• understand and apply deep knowledge associated with the negotiated topic of study • participate in and reflect on, the value associated with negotiated topic of study	• understand and apply knowledge associated with the negotiated topic of study • participate in and reflect on, the value associated with negotiated topic of study

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts, theories and models		
• analyse concepts, theories and models in a topic within sports development studies • explain the limitations and assumptions of concepts of sports development studies on individuals health and well-being	• critically analyse concepts, theories and models in a topic within sports development studies • investigate and explain the limitations and assumptions of concepts of sports development studies on individuals health and well-being	• describes a topic within sports development studies • describes concepts of sports development studies on individuals health and well-being

A Course	T Course	M Course
• develop and apply skills in specific physical activities	• develop and apply skills in specific physical activities	• apply skills in specific physical activities
Principles, strategies, methodology		
• analyse and apply principles, strategies and methodologies in a topic within sports development studies • apply practical techniques with reference to specific skill criteria of topic	• critically analyse and apply principles, strategies and methodologies in a topic within sports development studies • apply practical techniques with reference to specific skill criteria of topic	• apply strategies in a topic within sports development studies • apply practical techniques to a specific sport
Nature and purpose		
• evaluate the significance, nature and purpose of a topic within sports development studies	• critically evaluate the significance, nature and purpose of a topic within sports development studies	• describe the purpose of a topic within sports development studies
Representations and interpretations		
• analyse issues, problems and practices in a topic within sports development studies • plan and undertake an independent inquiry, evaluating and analysing data • critically evaluate whether sources of information are valid and reliable	• critically analyse issues, problems and practices in a topic within sports development studies • predict and undertake an independent inquiry, evaluating and analysing data • critically evaluate whether sources of information are valid and reliable	• identify issues, problems and practices in a topic within sports development studies • locate sources of information which are valid and reliable
Communication		
• evaluate and apply varying communication skills and methodologies within the context of sports development studies • communicate ideas and arguments using appropriate evidence, language and referencing	• critically evaluate and apply varying communication skills and methodologies within the context of sports development studies • investigate and communicates ideas and arguments using appropriate evidence, language and referencing	• describe communication skills within the context of sports development studies • communicate ideas and arguments using appropriate evidence

A Course	T Course	M Course
• understand numerical comparisons, grouping, estimation, counting, statistical, measuring, interpreting and using graphs, tables and diagrams	• understand numerical comparisons, grouping, estimation, counting, statistical, measuring, interpreting and using	• describe numerical comparisons, grouping, estimation, counting
• communicate using effective language, terminologies, language convention, forms and acknowledging sources appropriately	• communicate using effective language, terminologies, language convention, forms and acknowledging sources appropriately	• communicate using effective language, terminologies, language convention, forms and acknowledging sources appropriately

A guide to reading and implementing content descriptions

In this course there are opportunities to use a range of practical and theoretical applications to promote understanding.

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 emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided that it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

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 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

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment

- form the basis for valid and reliable assessment in senior secondary schools

- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership

- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and Unit Grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item

- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College
Andrew Fleming	Burgmann Anglican School
Laura Skeates	Canberra College
Mark Armstrong	Erindale 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. Independent Study units 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:	
Course Title:	**Sports Development**
Classification/s:	**A T M**
Accredited from:	2019
Framework:	Health, Outdoor and Physical Education 2016