



Physical Education Studies 🍷

A/M



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

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

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

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The ACT Senior Secondary System

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

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

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

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

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

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

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

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

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

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

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

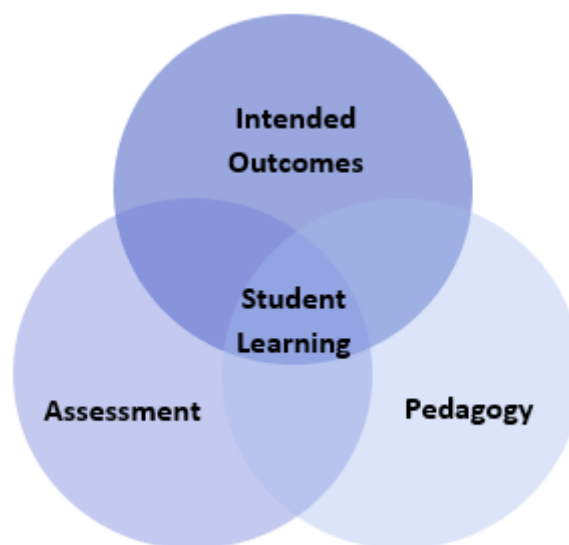
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in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

Each course of study:

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

Underpinning beliefs

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



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.

(Prior knowledge)

2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.

(Deep knowledge and connectedness)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.

(Metacognition)

4. Learners' sense of self and motivation to learn affects learning.

(Self-concept)

5. Learning needs to take place in a context of high expectations.

(High expectations)

6. Learners learn in different ways and at different rates.

(Individual differences)

7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.

(Socio-cultural effects)

8. Learning is a social and collaborative function as well as an individual one.

(Collaborative learning)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.

(Explicit expectations and feedback)

General Capabilities

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

The capabilities include:

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

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

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

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

Literacy

Physical Education Studies assists in the development of literacy by introducing specific terminology used in physical activity contexts. Students understand the language used to describe individual and team improvement, recreation and culture. 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 physical education. In physical activity settings, as participants, students develop an understanding of the language of physical literacy. This is essential in analysing their own and others' movement performances.

Students also learn to comprehend and compose texts related to 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

Physical Education provides students with opportunities to recognise the mathematics that exists in Physical Education learning experiences. As they engage with Physical Education, students see the importance of numeracy, select relevant numeracy knowledge and skills, and applies these skills in a range of contexts. Students use calculation, estimation and measurement to collect and make sense of information related to, for example, fitness or various skill performances. Students interpret and analyse physical activity information using statistical reasoning, identifying patterns and relationships in data to consider trends, draw conclusions, make predictions and inform physical activity practices and behaviour.

Digital Literacy

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.

Physical Education Studies enhances ICT learning by helping students to effectively and safely access online physical activity information and services to manage their participation in physical activities. Students further develop their understanding of the role ICT plays in the lives and relationships of young people. Students use ICT as key tools for communicating, collaborating, creating content, seeking help, accessing information and analysing performance in the Physical Education field.

They use a range of ICT to analyse, measure and enhance movement performances and to access and critically evaluate physical activity information, products and services.

Critical and Creative Thinking

Physical Education Studies develops students' ability to think logically, critically and creatively in response to a range of Physical Education issues, ideas and challenges. Students learn how to analyse evidence related to the learning area and the broad range of associated media messages to creatively generate and explore original alternatives and possibilities. In Physical Education, students' critical and creative thinking skills are developed through learning experiences that encourage them to pose questions and seek solutions to physical activity issues by designing appropriate strategies to promote inclusion and participation. Students also use critical thinking to challenge societal factors that negatively influence their own and others' inclusion and participation.

Personal and Social Capability

Physical Education Studies 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 emotions, strengths and values.

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

Physical Education Studies focuses on the importance of treating others with integrity, fairness and compassion, and valuing and respecting diversity and equality for all.

Students examine ethical principles and codes of practice appropriate to different contexts, such as at school, at home, in the community, in relationships, on the sporting field, in the natural environment 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 movement-based contexts.

Intercultural Understanding

Physical Education Studies provides opportunities for students to recognise and respect different ways of thinking about personal, family and social issues. They also learn about different individual, group and intergroup participation in physical activity. Students learn to appreciate that differences in beliefs and perspectives may affect how they are able to participate in physical activities.

Students recognise occasions when tensions between individuals and groups are based on cultural differences and learn to act in ways that maintain individual and group integrity and that respect the rights of all. They examine stereotypical representations of various social and cultural groups in relation to 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 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 Physical Education Studies 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.

Physical Education encourages all students to engage with and appreciate the lived experiences of Aboriginal and Torres Strait Islander peoples through the study of contemporary role-models. 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 have the opportunity to participate in physical activities and cultural practices such as traditional and contemporary Indigenous games.

Asia and Australia's Engagement with Asia

In Physical Education 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 physical activity. An understanding of the engagement between Australia and Asia underpins the capacity of students to be active and informed citizens.

The course enables students to appreciate and engage with diverse cultures, traditions and belief systems of the Asia region through the development of communication and interpersonal skills that reflect cultural understanding, empathy and respect. In Physical Education, students recognise the influence within Australian culture of traditional and contemporary movement activities from the Asia region. While exploring 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.

This priority will allow all young Australians to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

By promoting environmentally friendly practices such as walking or cycling to school, and encouraging the use of eco-friendly or repurposed materials, students are empowered to make conscious choices that support sustainable living.

Physical Education Studies

A/M

Rationale

Physical Education Studies A/M offers students a comprehensive opportunity to improve their physical activity and sports performance, while also supporting the participation of others. This course aims to equip students with the knowledge and principles necessary to promote health, wellbeing, and sport within the community.

A key objective of this course is to encourage students to remain motivated for lifelong engagement with physical activity and sport. Additionally, it aims to enable students to live a healthy lifestyle by providing them with a solid foundation of health and physical knowledge and skills.

Underpinning the concepts in each unit is Arnold's three dimensions of education in, through and about physical activity. Students develop physical skills and competencies essential for participating in physical activities. They will also gain an understanding of the broader benefits of physical activity, such as social, cultural, personal, and team development. Furthermore, students will investigate and apply theoretical and scientific aspects of physical activity. This holistic approach offers opportunities to achieve physical proficiency, and cognitive and social growth.

Physical Education Studies A/M engages with a broad scope of knowledge from social science and science to understand the complex systems in which physical activity exists. The course aims to develop students' abilities to analyse and apply data and ideas about physical activity for themselves and others. This knowledge base, and teamwork, communication and critical thinking skills, developed are transferable to a wide range of professional contexts and personal lives.

Goals

This course should enable students to:

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

Unit Titles

- Improving Individual Performance
- Promoting Active Lifestyles
- Improving Team Performance
- Sport, Culture and Society

Organisation of Content

Improving Individual Performance

Students develop knowledge, understanding, and skills essential in the development, execution, and improvement of individual skills in a range of physical activities and sports. They explore a variety of skills within activities through research and practical instruction. Students analyse performance using qualitative and quantitative methods to make informed improvement plans and reflect on their effectiveness.

Promoting Active Lifestyles

Students develop their knowledge, understanding and skills in physical activity emphasising the importance of maintaining lifelong engagement with physical activity. They analyse the opportunities and barriers to lifelong engagement in physical activity and sport. By investigating and experiencing recreational activities and community sport throughout life, students develop knowledge and understanding of a range of physical activities that promote inclusion and wellbeing.

Improving Team Performance

Students develop knowledge, understanding, and skills essential in the development, execution, and improvement of team performances within a range of physical activities and sports. They explore a variety of strategies, tactics, and communication methods within activities through research and practical instruction. Students examine team dynamics and healthy and positive team cultures, including approaches for their improvement. They analyse team performance using qualitative and quantitative methods to make informed improvement plans and reflect on their effectiveness.

Sport, Culture and Society

Students develop knowledge, understanding and skills to investigate cultural and ethical issues in physical activities and sport. They explore a range of activities, skills and cultures from around the world. Students analyse how the experience of physical activity contributes to societal and cultural identity. They reflect on the variation in individual and societal experiences in sport around the world.

Assessment

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

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

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

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

Assessment Criteria

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

- knowledge and understanding
- skills.

Assessment Task Types

Group A: Research	Group B: Application and Analysis	Group C: Evaluate and Improve
<p>A task that includes clear expectations for the collection, analysis and application of research; practical, take home or exam conditions, such as:</p> <ul style="list-style-type: none"> • Project plan • Essay • Practical Report (lab, field, scientific) • Oral presentation • Literature review • Practical demonstration of research • Simulated scenarios 	<p>A task that includes the analysis and application of knowledge, understanding or practical skills of concepts, theories and models; in practical, take home or exam conditions, such as:</p> <ul style="list-style-type: none"> • self/other performance analysis • Campaign/ promotion • Scenarios/role-play • Multimodal presentation • Practical report (lab, field, scientific) • Application and analysis of practical skills • Measurement of practical skills over time and reflection • Examination, including extended answer questions 	<p>A task that includes the evaluation of a program, practical performance or experience and includes improvement approaches; practical, take home or exam conditions, such as:</p> <ul style="list-style-type: none"> • Stimulus/case study – • Annotated performance diary • Practical performance/ game evaluations and training plan/ Outdoor journey plan • Risk assessment / mitigation • demonstration of targeted areas for improvement • Examination, including extended answer questions
<p>1.0 unit must contain at least 1 task from each of the assessment groups 0.5 unit must contain a task from 2 of the assessment groups No assessment group may be weighted greater than 50%</p>		

Additional Assessment Information

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

Achievement Standards

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

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

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

Achievement Standards Physical Education Studies A Course Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses health, outdoor and physical education principles, strategies, or methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts 	<ul style="list-style-type: none"> explains health, outdoor and physical education principles, strategies, or methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts 	<ul style="list-style-type: none"> describes health, outdoor and physical education principles, strategies, or methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts 	<ul style="list-style-type: none"> describes some health, outdoor and physical education principles, strategies, or methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts 	<ul style="list-style-type: none"> identifies fundamental health, outdoor and physical education principles, strategies or methodologies in outdoor experiences, physical performance or health and wellbeing contexts
	<ul style="list-style-type: none"> analyses health, outdoor, physical education theories, concepts or models to draw plausible conclusions 	<ul style="list-style-type: none"> explains health, outdoor, physical education theories, concepts or models to draw conclusions 	<ul style="list-style-type: none"> describes health, outdoor, physical education theories, concepts or models to draw conclusions 	<ul style="list-style-type: none"> describes some health, outdoor, physical education theories, concepts or models to draw conclusions 	<ul style="list-style-type: none"> identifies fundamental health, outdoor, physical education theories, concepts or models used in outdoor experiences, physical performance or health and wellbeing
	<ul style="list-style-type: none"> analyses health, outdoor and physical education programs, problems and questions using the principles of ethics or sustainability to describe solutions 	<ul style="list-style-type: none"> explains health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability 	<ul style="list-style-type: none"> describes familiar health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability 	<ul style="list-style-type: none"> describes some familiar health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability 	<ul style="list-style-type: none"> identifies basic ethics or sustainability considerations of health, outdoor and physical education programs or problems
	<ul style="list-style-type: none"> assesses resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> explains resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> describes resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> describes some resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> identifies limited resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance
Skills	<ul style="list-style-type: none"> applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar contexts 	<ul style="list-style-type: none"> applies relevant health, outdoor and physical education knowledge, understanding and skills to achieve health, wellbeing, outdoor experience or practical performance outcomes 	<ul style="list-style-type: none"> applies some relevant health, outdoor and physical education knowledge, understanding and skills to achieve health, wellbeing, outdoor experience or practical performance outcomes 	<ul style="list-style-type: none"> applies fundamental health, outdoor and physical education knowledge, understanding and skills to health, wellbeing, outdoor experience or practical performance contexts 	<ul style="list-style-type: none"> applies basic health, outdoor and physical education knowledge, understanding and skills to health, wellbeing, outdoor experience or practical performance contexts
	<ul style="list-style-type: none"> creates high quality plans to achieve outcomes 	<ul style="list-style-type: none"> creates relevant plans to achieve outcomes 	<ul style="list-style-type: none"> outlines relevant plans to achieve outcomes 	<ul style="list-style-type: none"> outlines plans or activities to attempt to achieve outcomes 	<ul style="list-style-type: none"> identifies activities intended to achieve outcomes
	<ul style="list-style-type: none"> plans and undertakes independent enquires and explains relevant data and information based on valid and reliable sources 	<ul style="list-style-type: none"> plans and undertakes independent enquiries and describes relevant data and information based valid and reliable sources 	<ul style="list-style-type: none"> undertakes guided enquiries and describes relevant data and information 	<ul style="list-style-type: none"> undertakes guided enquiries and describes data and information 	<ul style="list-style-type: none"> undertakes guided enquiries and identifies data and information
	<ul style="list-style-type: none"> communicates effectively using appropriate modes, mediums and techniques, adhering to the principles of academic integrity 	<ul style="list-style-type: none"> communicates ideas using appropriate modes, mediums and techniques, adhering to the principles of academic integrity 	<ul style="list-style-type: none"> communicates ideas using limited modes or mediums, adhering to the basic principles of academic integrity 	<ul style="list-style-type: none"> communicates developing ideas using limited modes or mediums, adhering to basic principles of academic integrity 	<ul style="list-style-type: none"> communicates basic ideas using minor principles of academic integrity
	<ul style="list-style-type: none"> applies interpersonal, intrapersonal and developing leadership skills with integrity 	<ul style="list-style-type: none"> applies interpersonal and intrapersonal skills with integrity 	<ul style="list-style-type: none"> applies interpersonal and intrapersonal skills with developing integrity 	<ul style="list-style-type: none"> applies limited interpersonal and intrapersonal skills with limited integrity 	<ul style="list-style-type: none"> applies basic interpersonal and intrapersonal skills with basic integrity
	<ul style="list-style-type: none"> reflects using evidence on knowledge, understanding and/or skill acquisition to make plausible proposals for improvement 	<ul style="list-style-type: none"> reflects on knowledge, understanding and/or skill acquisition to make minor proposals for improvement 	<ul style="list-style-type: none"> reflects on knowledge, understanding and/or skill acquisition to make ineffective proposals for improvement 	<ul style="list-style-type: none"> attempts to reflect on knowledge, understanding and/or skill acquisition 	<ul style="list-style-type: none"> attempts to reflect on experiences

Achievement Standards Physical Education Studies A Course Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts 	<ul style="list-style-type: none"> explains health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts 	<ul style="list-style-type: none"> describes health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts 	<ul style="list-style-type: none"> describes some health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts 	<ul style="list-style-type: none"> identifies some health, outdoor and physical education principles and strategies used in outdoor experiences, physical performance or health and wellbeing outcomes contexts
	<ul style="list-style-type: none"> analyses health, outdoor, physical education theories, concepts, and models to draw conclusions 	<ul style="list-style-type: none"> explains health, outdoor, physical education theories, concepts or models to draw conclusions 	<ul style="list-style-type: none"> describes health, outdoor, physical education theories, concepts or models to draw conclusions 	<ul style="list-style-type: none"> describes some health, outdoor, physical education theories, concepts or models to draw conclusions 	<ul style="list-style-type: none"> identifies some health, outdoor, physical education theories, concepts or models used in outdoor experiences, physical performance or health and wellbeing
	<ul style="list-style-type: none"> analyses health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability to explain solutions 	<ul style="list-style-type: none"> explains health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability to describe solutions 	<ul style="list-style-type: none"> describes health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability 	<ul style="list-style-type: none"> describes some health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability 	<ul style="list-style-type: none"> identifies some health, outdoor and physical education programs, considering ethics or sustainability
	<ul style="list-style-type: none"> assesses a range of targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> explains targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> describes targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> describes general resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> describes resources and technologies used to enhance health, outdoor and physical education outcomes, experiences or performance
Skills	<ul style="list-style-type: none"> applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar and unfamiliar contexts 	<ul style="list-style-type: none"> applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar contexts 	<ul style="list-style-type: none"> applies relevant health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance of others and self in familiar contexts 	<ul style="list-style-type: none"> applies relevant health, outdoor and physical education knowledge, understanding and skills to achieve health, wellbeing, outdoor experience or practical performance outcomes for self in familiar contexts 	<ul style="list-style-type: none"> applies some fundamental health, outdoor and physical education knowledge, understanding and skills to health, wellbeing, outdoor experience or practical performance for self in familiar contexts
	<ul style="list-style-type: none"> creates targeted, high-quality plans to achieve outcomes 	<ul style="list-style-type: none"> creates high quality plans to achieve outcomes 	<ul style="list-style-type: none"> creates relevant plans to achieve outcomes 	<ul style="list-style-type: none"> outlines relevant plans to achieve outcomes 	<ul style="list-style-type: none"> outlines plans or activities
	<ul style="list-style-type: none"> plans and undertakes independent enquiries and analyse relevant data and information based on valid and reliable sources 	<ul style="list-style-type: none"> plans and undertakes independent enquiries and explains relevant data and information based on valid and reliable sources 	<ul style="list-style-type: none"> plans and undertakes independent enquiries and describes relevant data and information based valid and reliable sources 	<ul style="list-style-type: none"> undertakes guided enquiries and identifies relevant data and information 	<ul style="list-style-type: none"> undertakes guided enquiries and identifies relevant data and information
	<ul style="list-style-type: none"> communicates effectively using a variety of modes, mediums and techniques, adhering to the principles of academic integrity 	<ul style="list-style-type: none"> communicates effectively using appropriate modes, mediums and techniques, adhering to the principles of academic integrity 	<ul style="list-style-type: none"> communicates ideas using appropriate modes, mediums and techniques, adhering to the principles of academic integrity 	<ul style="list-style-type: none"> communicates ideas using limited modes or mediums, adhering to the basic principles of academic integrity 	<ul style="list-style-type: none"> communicates basic ideas using limited modes or mediums, adhering to the basic principles of academic integrity
	<ul style="list-style-type: none"> applies interpersonal, intrapersonal, and leadership skills with integrity 	<ul style="list-style-type: none"> applies interpersonal, intrapersonal and developing leadership skills with integrity 	<ul style="list-style-type: none"> applies interpersonal and intrapersonal skills with integrity 	<ul style="list-style-type: none"> applies interpersonal and intrapersonal skills with some integrity 	<ul style="list-style-type: none"> applies basic interpersonal and intrapersonal skills with limited integrity
	<ul style="list-style-type: none"> reflects using evidence on knowledge, understanding and/or skill acquisition to make considered proposals for improvement 	<ul style="list-style-type: none"> reflects using evidence on knowledge, understanding and/or skill acquisition to make plausible proposals for improvement 	<ul style="list-style-type: none"> reflects on knowledge, understanding and/or skill acquisition to make minor proposals for improvement 	<ul style="list-style-type: none"> reflects on knowledge, understanding and/or skill acquisition to make ineffective proposals for improvement 	<ul style="list-style-type: none"> attempts to reflect on knowledge, understanding and/or skill acquisition

Achievement Standards Physical Education M Course – Year 11 and 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and	<ul style="list-style-type: none"> describes health, outdoor and physical education practices and approaches 	<ul style="list-style-type: none"> describes common health, outdoor and physical education practices and approaches 	<ul style="list-style-type: none"> describes common health, outdoor and physical education practices and approaches with assistance 	<ul style="list-style-type: none"> identifies common health, outdoor and physical education and practices and approaches 	<ul style="list-style-type: none"> identify, with support, common health, outdoor and physical education practices and approaches
	<ul style="list-style-type: none"> describes health, outdoor, and physical education theories or concepts 	<ul style="list-style-type: none"> describes common health, outdoor, and physical education theories or concepts 	<ul style="list-style-type: none"> describes common health, outdoor, and physical education theories or concepts with assistance 	<ul style="list-style-type: none"> identifies common health, outdoor, and physical education theories or concepts 	<ul style="list-style-type: none"> identifies, with support, common health, outdoor, and physical education theories or concepts
	<ul style="list-style-type: none"> describes resources, equipment or technologies within health, outdoor and physical education 	<ul style="list-style-type: none"> describes common resources, equipment or technologies within health, outdoor and physical education 	<ul style="list-style-type: none"> describes common resources, equipment or technologies within health, outdoor and physical education with assistance 	<ul style="list-style-type: none"> identifies resources, equipment or technologies within health, outdoor and physical education 	<ul style="list-style-type: none"> Identifies, with support, resources, equipment or technologies within health, outdoor and physical education
Skills	<ul style="list-style-type: none"> applies health, outdoor and physical education knowledge, understanding and skills for benefit in health, wellbeing, outdoor experience or practical contexts 	<ul style="list-style-type: none"> applies some health, outdoor and physical education knowledge, understanding and skills for benefit in health, wellbeing, outdoor experience or practical contexts 	<ul style="list-style-type: none"> applies some health, outdoor and physical education knowledge, understanding and skills for benefit in health, wellbeing, outdoor experience or practical performance with direction 	<ul style="list-style-type: none"> applies fundamental health, outdoor and physical education knowledge, understanding and skills in health, wellbeing, outdoor experience or practical contexts 	<ul style="list-style-type: none"> applies fundamental health, outdoor and physical education knowledge, understanding and skills health, wellbeing, outdoor experience or practical with direction
	<ul style="list-style-type: none"> outlines plans or activities appropriate to achieve improved outcomes 	<ul style="list-style-type: none"> outlines plans or activities to improve outcomes 	<ul style="list-style-type: none"> outlines basic plans or activities to improve outcomes 	<ul style="list-style-type: none"> identifies activities to improve outcomes 	<ul style="list-style-type: none"> identifies basic activities to improve outcomes
	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with some independence 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with assistance 	<ul style="list-style-type: none"> undertakes an inquiry, implementing processes with assistance 	<ul style="list-style-type: none"> undertakes an inquiry with direct instruction
	<ul style="list-style-type: none"> communicates ideas using appropriate language 	<ul style="list-style-type: none"> communicates ideas using appropriate language with some independence 	<ul style="list-style-type: none"> communicates ideas using appropriate language with assistance 	<ul style="list-style-type: none"> communicates basic ideas using appropriate language 	<ul style="list-style-type: none"> communicates basic ideas, using appropriate language with assistance
	<ul style="list-style-type: none"> applies interpersonal and intrapersonal skills 	<ul style="list-style-type: none"> applies interpersonal and intrapersonal skills with some independence 	<ul style="list-style-type: none"> applies interpersonal and intrapersonal skills with assistance 	<ul style="list-style-type: none"> applies basic interpersonal and intrapersonal skills 	<ul style="list-style-type: none"> applies basic interpersonal and intrapersonal skills with assistance
	<ul style="list-style-type: none"> reflects on own application of knowledge, understanding or skill acquisition 	<ul style="list-style-type: none"> reflects on own application of knowledge, understanding or skill acquisition with some independence 	<ul style="list-style-type: none"> reflects on own application of knowledge, understanding or skill acquisition with assistance 	<ul style="list-style-type: none"> reflects on application of basic knowledge, understanding or skill acquisition independence 	<ul style="list-style-type: none"> attempts, with assistance to reflect on experiences

Improving Individual Performance

Value: 1.0

Improving Individual Performance a

Value 0.5

Improving Individual Performance b

Value 0.5

Unit Description

Students develop knowledge, understanding, and skills essential in the development, execution, and improvement of individual skills in a range of physical activities and sports. They explore a variety of skills within activities through research and practical instruction. Students analyse performance using qualitative and quantitative methods to make informed improvement plans and reflect on their effectiveness.

Contexts

It is recommended that student’s study and experience 3-5 selected sports, including striking, fielding, kicking, catching and throwing games. Suitable activities may include but are not limited to: Cricket, Tennis, Futsal, Softball, European Handball, Oztag or Pickleball. Consideration should be made to avoid significant duplication of activities across all units.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> • analyse principles, strategies and methodologies in the development, execution, and improvement of individual skills in a range of physical activities and sports • analyse physical education theories, concepts, and models to make informed improvement plans and reflect on their effectiveness • analyse physical education programs, problems or questions using the principles of ethics or sustainability to explain solutions for individual improvement • assess a range of targeted resources and technologies intended to enhance individual performance • apply skills and knowledge to create, implement and evaluate plans for individual improvement 	<ul style="list-style-type: none"> • describe physical education practices and approaches in the development, execution, and improvement of individual skills • describe physical education theories or concepts and applies them to follow improvement plans and reflect on their effectiveness • describe resources, equipment or technologies used to monitor individual performance in physical education • apply physical education knowledge, understanding and skills for individual improvement

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
<ul style="list-style-type: none"> • analyse principles, strategies and methodologies in the development, execution, and improvement of individual skills in a range of physical activities and sports, e.g. improve a technique in a range of environments such as fielding, striking, throwing, kicking, catching, targeted practice • analyse physical education theories, concepts, and models to make informed improvement plans and reflect on their effectiveness, e.g. plan/program to improve technique in a range of environments, direct and indirect instructions, characteristics of learners • analyse physical education programs, problems or questions using the principles of ethics or sustainability to explain solutions for individual improvement, e.g. correct and safe use of equipment, inclusion of all students, decision making and impact on other learners • assess a range of targeted resources and technologies intended to enhance individual performance, e.g. coaching programs, wearable technologies for general performance analysis, video analysis software 	<ul style="list-style-type: none"> • describe physical education practices and approaches in the development, execution, and improvement of individual skills • describe physical education theories or concepts, use them to follow improvement plans and reflect on their plan's effectiveness • describe resource, equipment or technologies within physical education to monitor individual performance
Skills	
<ul style="list-style-type: none"> • apply physical education knowledge, understanding and skills through research and practical instruction within activities to enhance individual performance in familiar and unfamiliar contexts, e.g. improve efficiency of skills across sports contexts, speed v accuracy, spatial awareness • create targeted, high-quality plans to improve individual performance, e.g. research and drills and activities to support the development of skills, use skill development in minor games 	<ul style="list-style-type: none"> • apply physical education knowledge, understanding and skills for improvement • outline plans or activities appropriate to improve individual performance

A Course	M Course
<ul style="list-style-type: none"> • plan and undertake independent enquiries and analyse performance using qualitative and/or quantitative methods and information based on valid and reliable sources, e.g. observational studies of own sports statistics and skills, video analysis, performance analysis • communicate effectively using a variety of modes, mediums and techniques, adhering to the principles of academic integrity, e.g. numerical comparisons and analysis of size and measurements, interpreting and using graphs, tables and diagrams/ data • apply interpersonal, intrapersonal, and leadership skills with integrity to physical activities and research, e.g. SEPEP style student led lesson, practical observations in games and providing feedback, sportsmanship observations in games and providing feedback • reflect using evidence on own knowledge, understanding and/or skill acquisition in individual sports and activities to make considered proposals for improvement of own skills and knowledge, e.g. Yarning circles, Kolb’s learning cycle, Rolfe’s framework of reflective practice 	<ul style="list-style-type: none"> • undertake a directed inquiry, self-managing the process • communicate ideas using appropriate language • apply interpersonal and intrapersonal skills to physical activities and research • reflect on own application of knowledge, understanding or skill acquisition in individual sports and activities

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 9-10.

Promoting Active Lifestyles

Value: 1.0

Promoting Active Lifestyles a

Value 0.5

Promoting Active Lifestyles b

Value 0.5

Unit Description

Students develop their knowledge, understanding and skills in physical activity, emphasising the importance of maintaining lifelong engagement with physical activity. They analyse the opportunities and barriers to lifelong engagement in physical activity and sport. By investigating and experiencing recreational activities and community sport throughout life, students develop knowledge and understanding of a range of physical activities that promote inclusion and wellbeing.

Contexts

It is recommended that student’s study and experience 3-5 selected sports, including modified versions of sport and recreational sports. Suitable activities may include but are not limited to: Ultimate Frisbee, Goal Ball, Indoor Cricket, AFL 9s, Fast Five Netball, Rock Climbing, Lawn Bowls, Orienteering, Surfing, Bush Walking or Mountain Biking. Consideration should be made to avoid significant duplication of activities across all units.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> • analyse physical education principles, strategies and methodologies for developing and maintaining lifelong engagement with physical activity • analyse the opportunities and barriers to lifelong engagement in physical activity and sport using physical education theories, concepts, and models • analyse recreational activities and community sport throughout life using the principles of ethics or sustainability to develop solutions that promote inclusion and wellbeing • assess a range of targeted resources and technologies intended to enhance participation, inclusion and wellbeing • apply skills and knowledge to create, implement and evaluate plans for inclusion and lifelong participation 	<ul style="list-style-type: none"> • describe physical education practices and approaches to develop and maintain lifelong engagement with physical activity • describe theories or concepts related to opportunities and barriers to lifelong engagement in physical activity • describe resource, equipment or technologies used to enhance physical activity and sport throughout life • apply physical education knowledge, understanding and skills that support lifelong engagement

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
<ul style="list-style-type: none"> • analyse physical education principles, strategies and methodologies for developing and maintaining lifelong engagement with physical activity, e.g. inclusion, proximity of opportunities, Australian sporting culture • analyse the theories, concepts, and models related to opportunities and barriers to lifelong engagement in physical activity and sport, e.g. equity and accessibility, funding, Figueroas Theory • analyse lifelong engagement in recreational activities and community sport using the principles of ethics or sustainability to develop solutions that promote inclusion, e.g. Gender Inclusive Policies, principles of enjoyment and involvement, racism in sports campaign • assess a range of targeted resources and technologies intended to enhance physical activity and sport throughout life, e.g. wearable technology for general performance analysis, inclusion policies, Sport Integrity Australia’s inclusion material 	<ul style="list-style-type: none"> • describe physical education practices and approaches to develop and maintain lifelong engagement with physical activity • describe theories or concepts related to lifelong engagement in physical activity • describe resource, equipment or technologies used to enhance physical activity and sport throughout life
Skills	
<ul style="list-style-type: none"> • apply physical education knowledge, understanding and skills in familiar and unfamiliar contexts to experience recreational activities that supports lifelong engagement, e.g. applies sports knowledge to new modified/inclusive activities, self-organisation skills, enjoyment and pleasure • create targeted, high-quality plans to support inclusion and lifelong engagement in sport and physical activity, e.g. create promotional plans for engagement, create texts that highlight inclusion in sports • plan and undertake independent enquiries to analyse participation in sport using qualitative and/or quantitative methods and information based on valid and reliable sources, e.g. gender pay gaps, women in sport, cost of community sport 	<ul style="list-style-type: none"> • apply physical education knowledge, understanding and skills that support lifelong engagement • outline plans or activities to support inclusion and lifelong engagement in sport and physical activity • undertake a directed inquiry, self-managing the process

A Course	M Course
<ul style="list-style-type: none"> • communicate effectively using a variety of modes, mediums and techniques, adhering to the principles of academic integrity e.g. presentation, interview with teacher, research report • apply interpersonal, intrapersonal, and leadership skills with integrity to physical activities and research, e.g. SEPEP student led lesson, fishbowl activity, leadership in theory and practice in games and activities • reflect using evidence on own knowledge, understanding and/or skill acquisition in individual sports and activities to make considered proposals for improvement of own skills and knowledge Gibb’s reflective cycle, group/team reflection, other methods for reflection 	<ul style="list-style-type: none"> • communicate ideas using appropriate language • apply interpersonal and intrapersonal skills • reflect on own application of knowledge, understanding or skill acquisition

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 9-10.

Improving Team Performance

Value: 1.0

Improving Team Performance a

Value 0.5

Improving Team Performance b

Value 0.5

Unit Description

Students develop knowledge, understanding, and skills essential in the development, execution, and improvement of team performances within a range of physical activities and sports. They explore a variety of strategies, tactics, and communication methods within activities through research and practical instruction. Students examine team dynamics and healthy and positive team cultures, including approaches for their improvement. They analyse team performance using qualitative and quantitative methods to make informed improvement plans and reflect on their effectiveness.

Context

It is recommended that student’s study and experience 3-5 selected sports. Suitable activities may include but are not limited to: Basketball, Soccer, Netball, Beach Volleyball, Volleyball, Cricket, Oztag, Baseball, Softball, Hockey, Touch Football, Tennis Doubles, Badminton Doubles, Ultimate Frisbee or AFL. Consideration should be made to avoid significant duplication of activities across all units.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> • analyse physical education principles, strategies, tactics, and communication methods within activities and through research and practical instruction • analyse team dynamics and cohesion, including approaches for their improvement using physical education theories, concepts, and models • analyse team dynamics and cohesion, including approaches for their improvement using the principles of ethics or sustainability • assess a range of targeted resources and technologies for the development, execution, and improvement of team performances within a range of physical activities and sports • apply skills and knowledge to create, implement and evaluate plans for improving team performance 	<ul style="list-style-type: none"> • describe physical education practices and approaches using strategies, tactics and communication methods • describe physical education theories and concepts in relation to team dynamics and culture • describe resource, equipment or technologies for the development, execution, and improvement of team performances within a range of physical activities and sports • apply physical education knowledge, understanding and skills to improve team performance

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
<ul style="list-style-type: none"> • analyse physical education principles, strategies, tactics, and communication methods within physical activities and sports and through research and practical instruction, e.g. analysing positional play and how it is implemented, roles within a team, communicating through performance • analyse physical education theories, concepts, and models in relation to small and/or large team dynamics and cohesion, e.g. analysing teams and their success, team cohesion and climate, Tuckman’s stages of team development • analyse small and/or team dynamics and cohesion, including approaches for their improvement using the principles of ethics, e.g. ethics of sportsmanship and how it impacts team performance, group share goals over individual goals (Carron’s Model) • assess a range of targeted resources and technologies for the development, execution, and improvement of small and/or large team performances within a range of physical activities and sports, e.g. video analysis of positional play through technology, team climate questionnaire, documentaries 	<ul style="list-style-type: none"> • describe physical education practices and approaches using strategies, tactics and communication methods • describe physical education theories and concepts in relation to team dynamics and culture • describe resource, equipment or technologies for the development, execution, and improvement of team performances within a range of physical activities and sports
Skills	
<ul style="list-style-type: none"> • apply physical education knowledge, understanding and skills to improve team performance in familiar and unfamiliar contexts, e.g. tactical plays, movement of players across teams, change roles for team benefit • create targeted, high-quality plans to improve team performances within a range of physical activities and sports, e.g. shared goals, implementation of strategic game plans 	<ul style="list-style-type: none"> • apply physical education knowledge, understanding and skills to improve team performance • outline plans or activities to improve team performance

A Course	M Course
<ul style="list-style-type: none"> • plan and undertake independent enquiries to analyse team performance using qualitative and/or quantitative methods and information based on valid and reliable sources, e.g. practical data, video analysis, performance analysis in a team context, surveys, stimulus response, essay • communicate effectively using a variety of modes, mediums and techniques, adhering to the principles of academic integrity, e.g. scenarios • apply interpersonal, intrapersonal, and leadership skills with integrity to physical activities and research, e.g. practical observations in games and providing feedback, sportsmanship observations in games and providing feedback, group tasks and allocated roles • reflect using evidence on knowledge, understanding and/or skill acquisition of own efforts in improving team dynamics to make considered proposals for improvement, e.g. Yarning circles, Kolb’s learning cycle, group reflection 	<ul style="list-style-type: none"> • undertake a directed inquiry, self-managing the process • communicate ideas using appropriate language • apply interpersonal and intrapersonal skills • reflect on own application of knowledge, understanding or skill acquisition

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 9-10.

Sport, Culture and Society

Value: 1.0

Sport, Culture and Society a

Value 0.5

Sport, Culture and Society b

Value 0.5

Unit Description

Students develop knowledge, understanding and skills to investigate cultural and ethical issues in physical activities and sport. They explore a range of activities, skills and cultures from around the world. Students analyse how the experience of physical activity contributes to societal and cultural identity. They reflect on the variation in individual and societal experiences in sport around the world.

Context

It is recommended that student’s study and experience 3-5 selected sports. Suitable activities may include but are not limited to: Gaelic Football, Lacrosse, Tchoukball, Badminton, Korfbal, Flag Football, Kibati or Table Tennis. Consideration should be made to avoid significant duplication of activities across all units.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> • analyse physical education principles, strategies and methodologies to physical performance in sports and activities from a range of cultures • analyse using physical education theories, concepts, and models how the experience of physical activity contributes to societal and cultural identity • analyse the cultural and ethical issues in physical activities and sport using the principles of ethics or sustainability to explain solutions • assess a range of targeted resources and technologies intended to enhance understanding of cultural and ethical issues in physical activities and sport • apply skills and knowledge to experiences and to create, implement and evaluate plans for improving understanding of variation in individual and societal experiences in sport 	<ul style="list-style-type: none"> • describe physical education practices and approaches across a range of cultures • describe physical education theories and concepts about societal and cultural identity • describe resource, equipment or technologies intended to enhance understanding of cultural and ethical issues in physical activities and sport • apply physical education knowledge, understanding and skills to enhance the cultural experience or practical performance

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
<ul style="list-style-type: none"> • analyse physical education principles, strategies and methodologies of physical performance in sports and activities from a range of cultures, e.g. implementation of rituals and routines with cultural significance • analyse theories, concepts, and models of how the experience of physical activity contributes to societal and cultural identity, e.g. traditions, sense of belonging and identity for Indigenous groups • analyse physical activities and sport from a range of cultures and places using the principles of ethics or sustainability to explain solutions to cultural and ethical issues, e.g. racism, ethical implications of sports, role of media • assess a range of targeted resources and technologies intended to enhance understanding of cultural and ethical issues in physical activities and sport, e.g. pateka, enhanced games, case studies, documentaries 	<ul style="list-style-type: none"> • describe physical education practices and approaches across a range of cultures • describe physical education theories and concepts about societal and cultural identity • describe resource, equipment or technologies intended to enhance understanding of cultural and ethical issues in physical activities and sport
Skills	
<ul style="list-style-type: none"> • apply knowledge, understanding and skills to enhance the cultural experience or practical performance of others and self in familiar and unfamiliar contexts, e.g. traditions and rituals within a sporting context • create targeted, high-quality plans to participate in a range of activities, skills and cultures from around the world, e.g. research a world sport and deliver an activity • plan and undertake independent enquires to analyse the cultural and societal impacts of sport using information based on valid and reliable sources, e.g. increase in viewership of sports, sport through history, globalisation and commercialisation • communicate effectively using a variety of modes, mediums and techniques, adhering to the principles of academic integrity, e.g. social media, presentation, research report 	<ul style="list-style-type: none"> • apply physical education knowledge, understanding and skills to enhance the cultural experience or practical performance • outline plans or activities appropriate to achieve improved outcomes in a range of activities, skills and cultures from around the world • undertake a directed inquiry, self-managing the process • communicate ideas using appropriate language

A Course	M Course
<ul style="list-style-type: none"> • apply interpersonal, intrapersonal, and leadership skills with integrity to physical activities and research, e.g. jigsaw activities joint research processes, students lead mini seminars • reflect using evidence on knowledge and understanding about variation in individual and societal experiences in sport from diverse cultures to make considered proposals for improvement in own skills and understanding, e.g. Rolfe’s framework of reflective practice, Gibb’s reflective cycle, Group/team reflection 	<ul style="list-style-type: none"> • apply interpersonal and intrapersonal skills • reflect on own application of knowledge, understanding or skill acquisition

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 9-10.

Independent Study

Value 1.0

Independent Study a

Value 0.5

Independent Study b

Value 0.5

Prerequisites

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

Unit Description

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

Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> • analyse physical education principles, strategies and methodologies in physical education contexts • analyse physical education theories, concepts, and models to draw conclusions • analyse physical education programs, problems or questions using the principles of ethics or sustainability to explain solutions • assess a range of targeted resources and technologies intended to enhance physical education outcomes, experiences or performance • apply skills and knowledge to experiences and to create, implement and evaluate plans for improving performance in physical education 	<ul style="list-style-type: none"> • describe practices and approaches in physical education contexts • analyse physical education theories, and concepts • describe resources and technologies intended to enhance physical education outcomes • apply physical education knowledge, understanding and skills to enhance performance

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
<ul style="list-style-type: none"> • analyse physical education principles, strategies and methodologies in physical education contexts • analyse physical education theories, concepts, and models to draw conclusions • analyse physical education programs, problems or questions using the principles of ethics or sustainability to explain solutions • assess a range of targeted resources and technologies intended to enhance physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> • describe physical education practices and approaches • describe physical education theories and concepts • describe resource, equipment or technologies within physical education
Skills	
<ul style="list-style-type: none"> • apply physical education knowledge, understanding and skills to enhance practical performance of others and self in familiar and unfamiliar contexts • create targeted, high-quality plans to achieve outcomes • plan and undertake an independent enquiry and analyse relevant data and information based on valid and reliable sources • communicate effectively using a variety of modes, mediums and techniques, adhering to the principles of academic integrity • apply interpersonal, intrapersonal, and leadership skills with integrity • reflect using evidence on knowledge, understanding and/or skill acquisition to make considered proposals for improvement 	<ul style="list-style-type: none"> • apply physical education knowledge, understanding and skills for benefit in practical contexts • outline plans or activities appropriate to achieve improved outcomes • undertake an inquiry, self-managing the process • communicate ideas using appropriate language • apply interpersonal and intrapersonal skills

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 9-10.

Appendix A – Implementation Guidelines

Available course patterns

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

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

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

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

Arrangements for students continuing study in this course

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

Duplication of Content Rules

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

Guidelines for Delivery

Program of Learning

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

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

Content Descriptions

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

Half standard 0.5 units

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

Moderation

System Moderation

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

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

System Moderation:

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

The Moderation Model

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

Moderation by Structured, Consensus-based Peer Moderation

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

Preparation for Structured, Consensus-based Peer Review

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

Feedback from System Moderation

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

Appendix B – Course Developers

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

Appendix E – Glossary for ACT Senior Secondary Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix F – Course Adoption

Conditions of Adoption

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

Adoption Process

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

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

College:	
Framework:	
Course Title:	Physical Education Studies
Classification/s:	A M
Accredited from:	2026