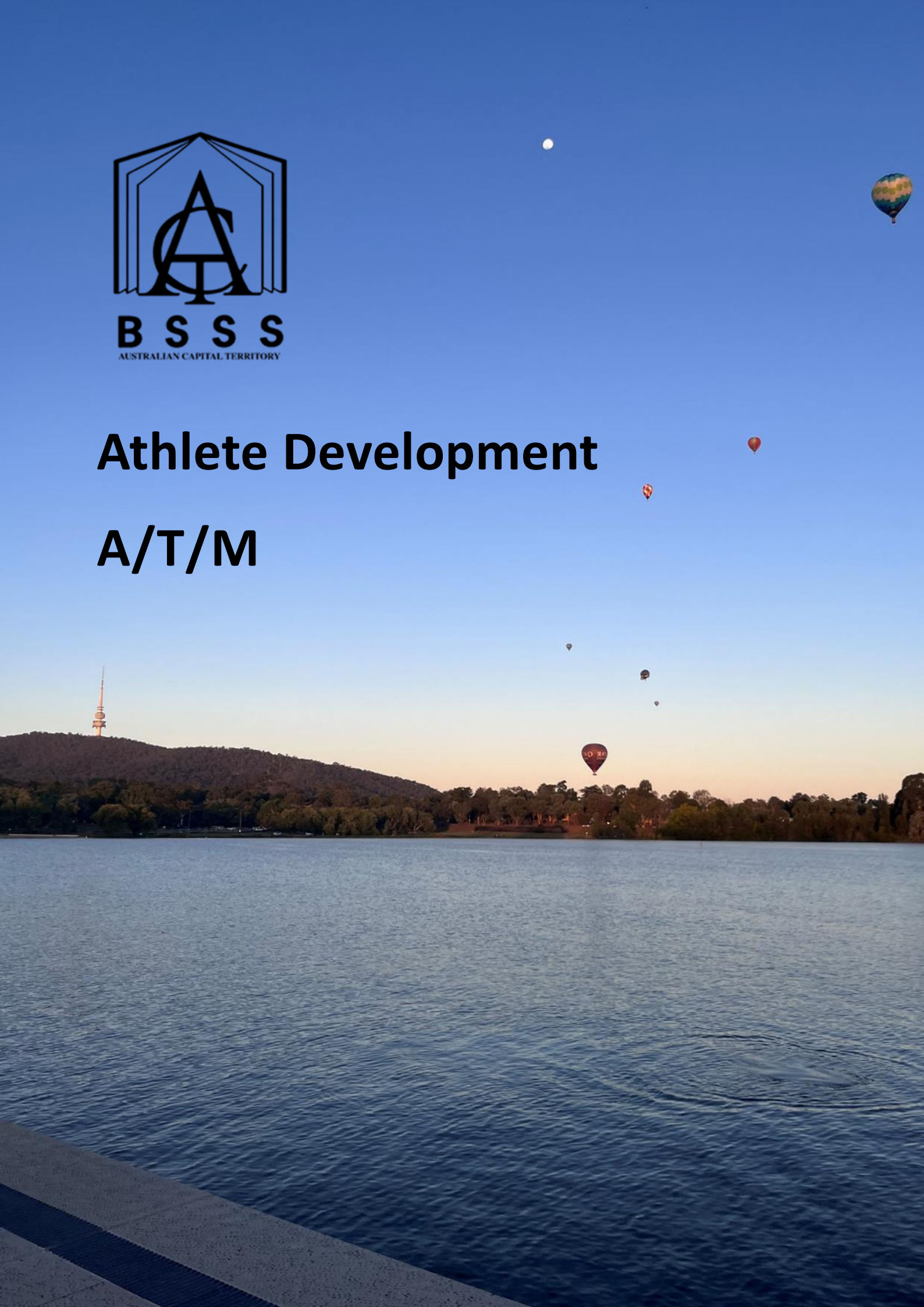




Athlete Development

A/T/M



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

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

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

Cover Photo by Courtney Watson

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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:

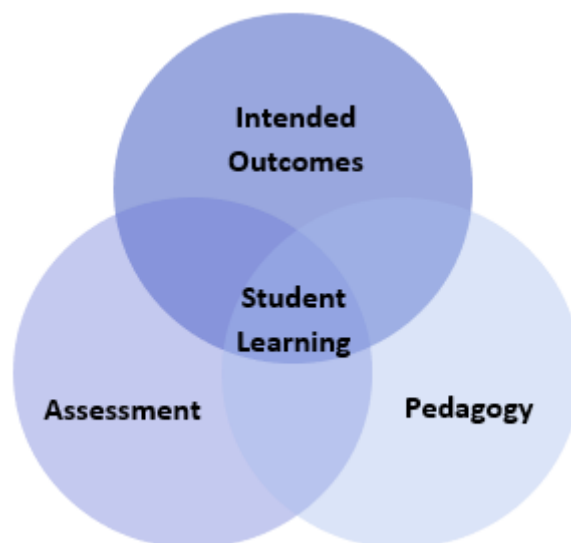
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in 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

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. Athlete development assists in the development of literacy by introducing specific terminology used in sport and athlete development contexts. Students understand the language used to describe personal development, performance analysis, athlete profile and preparation and sport in society.

They also develop skills that empower them to be critical consumers able to access, interpret, analyse, challenge and evaluate the ever-expanding and changing knowledge base and influences in the fields of health and physical education. In physical activity settings, as performers, officials and spectators, students develop an understanding of the language of performance and wellbeing. This is essential in analysing their own and others' preparation and participation in sporting contexts. Students learn to comprehend and compose texts related to Athlete development. 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

Athlete Development provides students with opportunities to recognise the mathematics that exists in performance and wellbeing. As they engage in Athlete development, students see the importance of numeracy, select relevant numeracy knowledge and skills, and apply these skills in a range of contexts. Students use calculation, estimation and measurement to collect and make sense of information related to, for example, nutrition, fitness, or various skill performances. They use spatial reasoning in movement activities and in developing concepts and strategies for individual and team sports or recreational pursuits.

Students interpret and analyse health and physical activity information using statistical reasoning, identifying patterns and relationships in data to consider trends, draw conclusions, make predictions and inform athlete development behaviour and practices. Concepts include understanding a wide range of concepts related to space, such as angles, direction, trajectories, distance, heights, timing, width, speed, velocity, and force, critically analysing statistical information related to improving performance. Students use measuring instruments, such as tapes, heart rate monitors, RPE, stopwatches, pedometers, and player movement tracking devices. They understand numerical information on food packages in relation to nutrition and high-performance.

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. Athlete Development enhances ICT learning by helping students to effectively and safely access online performance and wellbeing information and services. Students further develop their understanding of the role ICT plays in the lives and relationships of young people. Students develop an understanding of ethical online behaviour, including protocols and practices for using ICT for respectful communication.

Students use ICT as key tools for communicating, collaborating, creating content, seeking help, accessing information and analysing performance in the Athlete development field. Athletes Development students use a range of ICT to analyse, measure and enhance movement performances and to access and critically evaluate wellbeing and sports information, products and services. They also use ICT to develop personalised plans for nutrition and physical activity participation. Information and communication technologies are fast and automated, interactive and multimodal, and they support the rapid communication and representation of knowledge to many audiences and its adaptation in different contexts. They transform the ways that students think and learn and give them greater control over how, where and when they learn.

Critical and Creative Thinking

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

Personal and Social Capability

Athlete Development is a key contributor to the development of personal and social capability for all students. Working collaboratively with others in movement- and non-movement-based activities develops students' personal and social skills as well as an appreciation of their own strengths and abilities and those of their peers. They develop a range of interpersonal skills such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives. The curriculum provides opportunities for students to explore their own identities and develop an understanding of factors that influence and shape who they are. They learn how to recognise, understand, validate and respond appropriately to their own abilities, emotions, strengths and values. They develop the knowledge, understanding and skills to set and monitor personal and academic goals, effectively manage their time, and prioritise tasks and responsibilities in order to balance their sporting, school, home, work and social commitments.

Ethical Understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgment. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others. Building ethical understanding through Athlete development will assist students to engage with the more complex issues that they are likely to encounter in the future, and to navigate a world of competing values, rights, interests and norms.

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

Intercultural Understanding

Athlete Development provides opportunities for students to recognise and respect different ways of thinking about personal, family and social health issues. They also learn about different individual, group and intergroup participation in physical activity and health practices. Students learn to appreciate that differences in beliefs and perspectives may affect how some people make food and health choices, or how they participate in physical activities.

Students recognise occasions when tensions between individuals and groups are based on cultural differences, and learn to act in ways that maintain individual and group integrity and that respect the rights of all. They examine stereotypical representations of various social and cultural groups in relation to sporting issues and concepts of participation, success and failure in physical activity. In doing so, students gain an understanding of how culture shapes personal and social perspectives and interactions. They also gain an understanding of what is valued in terms of health, sports and physical activity within their families, social groups and institutions, and within other cultures in the broader community.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

Athlete Development A/T/M provides opportunities for 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. Through using successful Aboriginal and Torres Strait Islander athletes as role models and analysing barriers to progress and success experienced by Aboriginal and Torres Strait Islander people, students will gain a deeper understanding and appreciation of the history of all Australians. They may also consider the lifestyles practices Aboriginal and Torres Strait Islander peoples, fostering a deeper appreciation of cultural diversity and shared experiences.

Asia and Australia's Engagement with Asia

Athlete Development A/T/M provides opportunities for students to explore the dynamic relationship between Asia and Australia through the lens of performance and wellbeing of athletes. Students will appreciate and engage with diverse cultures, traditions and belief systems of the Asia region through a sporting lens that builds cultural understanding, empathy and respect. Students may examine the meaning of health and the mind-body-spirit connection across the cultures of the Asia region through wellness practices. These include sports culture, physical activity and traditions of holistic wellbeing.

Sustainability

Athlete Development A/T/M provides students with opportunities to explore the relationship between personal wellbeing, sport, and environmental sustainability. Students examine how choices such as training environments, transport, and nutrition, can contribute to or lessen environmental impact. They develop an understanding of their potential to contribute to sustainable patterns of living and develop their world view by exploring concepts of diversity, social justice and consumerism. They may examine the increasing commercialisation of the Olympic Games and the growth of Olympic merchandising.

Athlete Development

A/T/M

Rationale

In *Athlete Development A/T/M* students engage with the disciplinary methods and bodies of knowledge focused on enhancing the performance and wellbeing of athletes in individual, team and community contexts. They will develop knowledge and apply methodologies and principles to support participation and individual improvement in a constantly evolving area of professional, semi-professional and recreational endeavour.

In *Athlete Development A/T/M*, students will evaluate and solve problems by engaging with a broad scope encompassing kinaesthetic, social science and scientific knowledge and methodologies to understand the complex and interrelated systems in which athletes and sports organisations operate. The course aims to develop a student's ability to evaluate the quality and applications of a variety of data and ideas about performance of individuals and teams. This provides an opportunity for students to understand the work of athletes and organisations in its ethical and socio-economic context as an industry that seeks to meet the demands of regulators, consumers and markets.

With themselves as a primary and ongoing case study, students will consider possible theories, concepts, models, and programs for enhancing performance. They will also evaluate performance data as the basis for developing skills and improvements.

The engagement with kinaesthetic, social science and scientific methods and data analysis as well as developing personal resilience, reliable work habits, and strong intra and interpersonal skills makes this a course that develops highly valuable transferable skills for all areas of work and life. This course prepares students for a life after school which includes volunteering, working and enjoyment in sport.

Goals

This course should enable students to:

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

Unit Titles

- Personal Development
- Athletes in Society
- Athlete Profile and Preparation
- Performance Analysis

Organisation of Content

Personal Development

Students explore concepts, theories and models of personal development. They investigate holistic strategies and methodologies for managing a balanced life. Students develop an understanding of training load and rest for sustainable progress. They develop an understanding of wellbeing and lifelong habits for an active lifestyle. Students consider ethical questions raised in a sporting career. Students create programs, plans and ways of the thinking that develop their own career and aspirations.

Athletes in Society

Students will explore principles, strategies and methodologies used in sports career contexts and evaluate limitations and assumptions. They investigate sports careers, sports administration, and lifestyle related theories, concepts, and models to draw informed and insightful conclusions. Students consider obligations and rights of athletes as people, employees and competitors using the principles of ethics to evaluate solutions. They evaluate a range of relevant resources and technologies intended to enhance their own and others' sports careers outcomes or, experiences. Students create plans and develop ways of thinking and being that will support sustainable and enriching sports careers for themselves and others.

Athlete Profile and Preparation

Students will critically analyse the theories, concepts and models for selected topics in athlete preparation. They critically analyse principles, strategies and methodologies for preparation in their chosen sports contexts and evaluates limitations and assumptions, including ethical considerations. Students consider talent identification protocols and fundamental testing processes. They learn to use resources and technologies for measuring and assessing their own and others' performance. Students synthesise knowledge, understanding and skills to personalise programs, individual and/ or team development, strength and conditioning, nutrition, psychology, or recovery in the context of developing and maintaining an athlete for themselves and others.

Performance Analysis

Students will critically analyse plans, tactics and strategies in chosen sports contexts and how they are developed by teams and individuals. They critically analyse principles, strategies and methodologies for success in their chosen sport. Students consider the communication and ethical problems athletes, coaches and support staff face in determining and implementing plans, strategy and tactics. They synthesise knowledge, understanding and skills to personalise programs, individual and/ or team plans, tactics and strategy, including injury prevention in the context of chosen sports.

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 Athlete Development 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"> create 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 describe relevant data and information based valid and reliable sources 	<ul style="list-style-type: none"> undertakes guided enquiries and describe relevant data and information 	<ul style="list-style-type: none"> undertakes guided enquiries and describe 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 Athlete Development T 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 and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts and evaluates limitations and assumptions 	<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 contexts and explains limitations and assumptions 	<ul style="list-style-type: none"> explains health, outdoor and physical education principles and strategies in outdoor experiences, physical performance or health and wellbeing outcomes in familiar contexts and describe limitations and assumptions 	<ul style="list-style-type: none"> describes health, outdoor and physical education principles and strategies in outdoor experiences, physical performance or health and wellbeing contexts and identifies limitations and assumptions 	<ul style="list-style-type: none"> describes general health, outdoor and physical education principles and strategies in outdoor experiences, physical performance or health and wellbeing contexts
	<ul style="list-style-type: none"> evaluates health, outdoor, and physical education theories, concepts, and models to draw informed conclusions 	<ul style="list-style-type: none"> analyses health, outdoor, and physical education theories, concepts, and models to draw logical conclusions 	<ul style="list-style-type: none"> explains health, outdoor, and physical education theories, concepts or models to draw conclusions 	<ul style="list-style-type: none"> describes health, outdoor, and physical education theories, concepts or models to draw conclusions 	<ul style="list-style-type: none"> identifies health, outdoor, and physical education theories, concepts or models
	<ul style="list-style-type: none"> evaluates 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"> analyses health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability 	<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 health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability 	<ul style="list-style-type: none"> identifies health, outdoor and physical education programs and considering ethics or sustainability
	<ul style="list-style-type: none"> evaluates targeted resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> analyses 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 general resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> identifies 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 for self in familiar contexts 	<ul style="list-style-type: none"> applies some health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance for self in familiar contexts 	<ul style="list-style-type: none"> applies fundamental health, outdoor and physical education knowledge, understanding and skills to improve health, wellbeing, outdoor experience or practical performance for self in familiar contexts 	<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 evidence informed, high-quality plans to achieve desired outcomes 	<ul style="list-style-type: none"> creates appropriate plans to achieve desired outcomes 	<ul style="list-style-type: none"> create plans to address aspects of familiar problems 	<ul style="list-style-type: none"> outlines relevant plans or activities to achieve desired 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 guided enquiries and describes relevant data and describes information based valid and reliable sources 	<ul style="list-style-type: none"> undertakes guided enquiries and describe 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 range of modes, mediums and techniques for the purpose, 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 some integrity 	<ul style="list-style-type: none"> applies interpersonal and intrapersonal skills with limited 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 Athlete Development 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"> describe 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 describe 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 Athlete Development T 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"> critically analyses health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing contexts and evaluates limitations and assumptions 	<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 and analyses limitations and assumptions 	<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 contexts and explains limitations and assumptions 	<ul style="list-style-type: none"> describes health, outdoor and physical education principles and strategies in outdoor experiences, physical performance or health and wellbeing contexts and describes limitations and assumptions 	<ul style="list-style-type: none"> describes general health, outdoor and physical education principles and strategies used in outdoor experiences, physical performance or health and wellbeing contexts and identifies limitations and assumptions
	<ul style="list-style-type: none"> critically analyses health, outdoor, and physical education theories, concepts, and models to draw informed and insightful conclusions 	<ul style="list-style-type: none"> analyses health, outdoor, and physical education theories, concepts, and models to draw informed conclusions 	<ul style="list-style-type: none"> explains health, outdoor, and physical education theories, concepts, and models to draw logical conclusions 	<ul style="list-style-type: none"> describes health, outdoor, and physical education theories, concepts or models to draw conclusions 	<ul style="list-style-type: none"> identifies relevant health, outdoor, and physical education theories, concepts or models used in outdoor experiences, physical performance or health and wellbeing
	<ul style="list-style-type: none"> critically analyses health, outdoor and physical education programs, problems or questions using the principles of ethics or sustainability to evaluate solutions 	<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"> identifies health, outdoor and physical education programs or problems relevant to the principles of ethics or sustainability
	<ul style="list-style-type: none"> evaluates 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"> 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 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"> describes a range of resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> identifies relevant resources and technologies intended to enhance health, outdoor and physical education outcomes, experiences or performance
Skills	<ul style="list-style-type: none"> synthesises health, outdoor and physical education knowledge, understanding and skills to enhance health, wellbeing, outdoor experience or practical performance of others and self in familiar and unfamiliar contexts 	<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 some health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or practical performance for self in familiar contexts 	<ul style="list-style-type: none"> applies fundamental health, outdoor and physical education knowledge, understanding and skills to improve health, wellbeing, outdoor experience or practical performance for self in familiar contexts
	<ul style="list-style-type: none"> creates evidence-informed, targeted and high-quality plans to achieve desired outcomes 	<ul style="list-style-type: none"> creates evidence-informed, high-quality plans to achieve desired outcomes 	<ul style="list-style-type: none"> creates appropriate plans to achieve desired outcomes 	<ul style="list-style-type: none"> creates plans to achieve aspects of desired outcomes 	<ul style="list-style-type: none"> outlines relevant plans or activities to achieve desired outcomes
	<ul style="list-style-type: none"> plans and undertakes independent enquiries and critically analyses relevant data and information based on critical evaluation of valid and reliable sources 	<ul style="list-style-type: none"> plans and undertakes independent enquiries and analyses 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 guided enquiries and describes relevant data and information based on 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"> communicates effectively using a range of modes, mediums and technique for a variety of purposes, adhering to the principles of academic integrity 	<ul style="list-style-type: none"> communicates effectively using a range of modes, mediums and techniques for the purpose, 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"> applies interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences 	<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 some integrity 	<ul style="list-style-type: none"> applies 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 targeted and justified proposals for improvement 	<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

Achievement Standards Athlete Development 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 understanding	<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

Personal Development

Value: 1.0

Personal Development a

Value 0.5

Personal Development b

Value 0.5

Unit Description

Students explore concepts, theories and models of personal development. They investigate holistic strategies and methodologies for managing a balanced life. Students develop an understanding of training load and rest for sustainable progress. They develop an understanding of wellbeing and lifelong habits for an active lifestyle. Students consider ethical questions raised in a sporting career. Students create programs, plans and ways of the thinking that develop their own career and aspirations.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> • analyse principles, strategies and methodologies related to personal development • analyse theories, concepts, and models of personal development to draw conclusions about how they enhance their holistic development • analyse programs, problems or questions regarding holistic development of self and use the principles of ethics or sustainability to explain solutions • assess a range of resources and technologies intended to enhance holistic development for self • apply knowledge, understanding and skills to investigate and solve problems associated with personal development 	<ul style="list-style-type: none"> • critically analyse principles, strategies and methodologies related to personal development and evaluates limitations and assumptions of knowledge and processes • critically analyse theories, concepts, and models of personal development to draw informed and insightful conclusions about their impact on holistic development • critically analyse programs, problems and/or questions regarding holistic development of self and others, and use the principles of ethics or sustainability to evaluate solutions • evaluates a range of resources and technologies intended to enhance holistic development for self and others • synthesise knowledge, understanding and skills to investigate and solve problems associated with personal development 	<ul style="list-style-type: none"> • describe practices and approaches related to personal development • describe theories or concepts of personal development and relate to their own holistic development • describe resources or technologies to enhance holistic development for self • apply knowledge, understanding and skills to investigate problems associated with personal development

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
<ul style="list-style-type: none"> • analyse principles, strategies and methodologies related to personal development, e.g. goal setting, time management, principles of holistic nutrition • analyse theories, concepts, and models of personal development to draw conclusions about their effectiveness in enhancing holistic development, e.g. sportsmanship and coachability, theories of motivation, self-determination theory • analyse programs, problems or questions regarding holistic development, and use the principles of ethics to explain solutions, e.g. roles of managers, signing contracts, ethics of personal and team goals • assess a range of resources and technologies intended to enhance personal development, e.g. career planning tools, apps for personal growth and time management, motivation 	<ul style="list-style-type: none"> • critically analyse principles, strategies and methodologies related to personal development and evaluates the limitations and assumptions of such knowledge and processes, e.g. goal setting, time management, principles of holistic nutrition • critically analyse theories, concepts, and models of personal development to draw informed and insightful conclusions about their effectiveness in enhancing holistic development e.g. sportsmanship and coachability, theories of motivation, self-determination theory • critically analyse programs, problems or questions regarding holistic development, and use the principles of ethics to evaluate solutions, e.g. roles of managers, signing contracts, ethics of personal and team goals • evaluate a range of resources and technologies intended to enhance personal development, e.g. career planning tools, apps for personal growth and time management, motivation 	<ul style="list-style-type: none"> • describe practices and approaches related to personal development • describe theories or concepts of personal development and relate to their own holistic development • describe resources or technologies to enhance holistic development for self

A Course	T Course	M Course
Skills		
<ul style="list-style-type: none"> • apply knowledge, understanding, and skills to enhance personal development including managing a balanced life, understanding training load and rest, promoting wellbeing and lifelong habits for an active lifestyle, e.g. creating a weekly or term plan, developing a nutrition plan, analysing own rest or sleep • apply knowledge, understanding, and skills to prepare and perform in simulated and actual match/tournament conditions • create targeted, high-quality plans to achieve desired outcomes in personal development, balanced living, sustainable training, and/or lifelong wellbeing, e.g. SMARTER Goals, habit formation strategies • plan and undertake independent enquiries and analyse relevant data and information based on valid and reliable sources, e.g. investigations into sleep patterns, diet, wellbeing or screen time • communicate effectively using a range of modes, mediums and techniques, adhering to the principles of academic integrity, e.g. scientific report, oral presentation, peer review, training plan 	<ul style="list-style-type: none"> • synthesise knowledge, understanding, and skills to enhance personal development including managing a balanced life, understanding training load and rest, promoting wellbeing and lifelong habits for an active lifestyle, e.g. creating a weekly or term plan, developing a nutrition plan, analysing own rest or sleep • create evidence-informed, targeted, and high-quality plans to achieve desired outcomes in personal development, balanced living, sustainable training, and/or lifelong wellbeing, e.g. SMARTER Goals, habit formation strategies • plan and undertake independent enquiries and critically analyse relevant data and information based on critical evaluation of valid and reliable sources, e.g. investigations into sleep patterns, diet, wellbeing or screen time • communicate effectively using a range of modes, mediums and techniques for a variety of purposes, adhering to the principles of academic integrity, e.g. through scientific reports, oral presentations, peer reviews or training plan 	<ul style="list-style-type: none"> • apply knowledge, understanding and skills to investigate problems associated with personal development • outline plans or activities appropriate to achieve outcomes in personal development and/or lifelong wellbeing • undertake a directed inquiry, self-managing the process • communicate ideas using appropriate language

A Course	T Course	M Course
<ul style="list-style-type: none"> • apply interpersonal, intrapersonal, and leadership skills with integrity, e.g. evaluate leadership styles, leadership in sport • reflect using evidence on knowledge, understanding and/or skill acquisition to make considered proposals for improvement, e.g. journaling, using apps to track determinants of wellbeing such as nutrition, sleep, exercise or screen time 	<ul style="list-style-type: none"> • apply interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences to personal development problems and research methods, e.g. evaluating leadership styles, exploring leadership in sport • reflect using evidence on knowledge, understanding and/or skill acquisition to make targeted and justified proposals for improvement, e.g. journaling, using apps to track determinants of wellbeing such as nutrition, sleep, exercise or screen time 	<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 10-17.

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

Students will explore principles, strategies and methodologies used in sports career contexts and evaluate limitations and assumptions. They investigate sports careers, sports administration, and lifestyle related theories, concepts, and models to draw informed and insightful conclusions. Students consider obligations and rights of athletes as people, employees and competitors using the principles of ethics to evaluate solutions. They evaluate a range of relevant resources and technologies intended to enhance their own and others' sports careers outcomes or, experiences. Students create plans and develop ways of thinking and being that will support sustainable and enriching sports careers for themselves and others.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> • analyse principles, strategies and methodologies used in sport industry contexts • analyse theories, concepts and models to draw conclusions about the role of athletes in society • analyse programs, problems or questions about the role of sport in society using the principles of ethics or sustainability to explain solutions • assess a range of resources and technologies intended to enhance the perception of sport in society • apply knowledge, understanding and skills to investigate and solve problems associated with the role of athletes in society 	<ul style="list-style-type: none"> • critically analyse principles, strategies and methodologies used in sport industry contexts and evaluates limitations and assumptions of knowledge and processes • critically analyse theories, concepts and models to draw informed and insightful conclusions about the role of athletes in society • critically analyse programs, problems or questions about the role of sport in society using the principles of ethics or sustainability to evaluate solutions • evaluates a range of resources and technologies intended to enhance the perception of sport in society • synthesise knowledge, understanding and skills to investigate and solve problems associated with the role of athletes in society 	<ul style="list-style-type: none"> • describe practices and approaches used in sport industry contexts • describe theories or concepts about the role of athletes in society • describe resources or technologies related to sport in society • apply knowledge, understanding and skills to investigate problems associated with the role of athletes in society

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
<ul style="list-style-type: none"> • analyse principles, strategies and methodologies used in sport industry settings e.g. Sports Administration models such as IOC and Sports Integrity Australia, NCAA, principles of supplementation, harm reduction strategies • analyse theories, concepts and models to draw conclusions about the role of athletes in society e.g. athletes as role models, theories of marketing and promotion, sport and national identity, athlete activism model • analyse programs, problems or questions about the role of sport in society using the principles of ethics or sustainability to explain solutions e.g. diversity and inclusion, gender pay gap, the Enhanced Games, consumerism and the Olympic Games • assess a range of resources and technologies intended to enhance their own and others' perception of sport in society e.g. the role of traditional and social media, sports gambling, enhanced viewership technologies 	<ul style="list-style-type: none"> • critically analyse principles, strategies and methodologies used in sport industry settings and evaluates limitations and assumptions of knowledge and processes e.g. Sports Administration models such as IOC and Sports Integrity Australia, principles of supplementation, harm reduction strategies • critically analyse theories, concepts and models to draw informed and insightful conclusions about the role of athletes in society e.g. athletes as role models, theories of marketing and promotion, athlete activism model • critically analyse programs, problems or questions about the role of sport in society using the principles of ethics or sustainability to evaluate solutions e.g. diversity and inclusion, gender pay gap, the Enhanced Games, consumerism and the Olympic Games • evaluate a range of resources and technologies intended to enhance their own and others' perception of sport in society e.g. the role of traditional and social media, sports gambling, enhanced viewership technologies 	<ul style="list-style-type: none"> • describe practices and approaches used in sport industry contexts • describe theories or concepts about the role of athletes in society • describe resources or technologies related to sport in society

A Course	T Course	M Course
Skills		
<ul style="list-style-type: none"> • apply physical education knowledge, understanding, and skills to enhance own and others career planning and thoughtful engagement with sporting organisations' e.g. navigating scholarships and transfers, developing a professional image, understanding rights and responsibilities • apply knowledge, understanding, and skills to prepare and perform in simulated and actual match/tournament conditions • create high-quality plans to achieve desired outcomes for self and/or others within the sports industry, e.g. mapping pathways from community sport to elite sport, simulated or personal planning • plan and undertake independent enquiries and analyse relevant data and information based on valid and reliable sources, e.g. analyse own training data, investigating ethical case studies: the use of performance enhancing drugs, the role of WADA/Sport Integrity Australia • communicate effectively using a range of modes, mediums and techniques, adhering to the principles of academic integrity, e.g. debates, oral presentations, multimodal presentations 	<ul style="list-style-type: none"> • synthesise physical education knowledge, understanding, and skills to enhance own and others career planning and thoughtful engagement with sporting organisations, e.g. navigating scholarships and transfers, developing a professional image, understanding rights and responsibilities • create evidence-informed, targeted, and high-quality plans to achieve desired outcomes for self and others within the sports industry, e.g. mapping pathways from community sport to elite sport, simulated or personal planning • plan and undertake independent enquiries and critically analyse relevant data and information based on critical evaluation of valid and reliable sources, e.g. analyse own training data, investigating ethical case studies: issues of discrimination, the use of performance enhancing drugs, the role of WADA/Sport integrity Australia • communicate effectively using a range of modes, mediums and techniques for a variety of purposes, adhering to the principles of academic integrity, e.g. debates, oral presentations, multimodal presentations 	<ul style="list-style-type: none"> • apply knowledge, understanding and skills to investigate problems associated with the role of athletes in society • outline plans or activities to achieve desired outcomes for self within the sports industry • undertake a directed inquiry, self-managing the process • communicate using appropriate language

A Course	T Course	M Course
<ul style="list-style-type: none"> • apply interpersonal, intrapersonal, and leadership skills to athlete development problems and research methods, e.g. lead a debate or discussion, simulated or personal situations/scenarios • reflect using evidence on knowledge, understanding and/or skill acquisition to make considered proposals for improvement 	<ul style="list-style-type: none"> • apply interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences to athlete development problems and research methods, e.g. lead a debate or discussion, simulated or personal situations/scenarios • reflect using evidence on knowledge, understanding and/or skill acquisition to make targeted and justified proposals for improvement 	<ul style="list-style-type: none"> • apply interpersonal and intrapersonal skills • reflect on own knowledge, understanding and/or skills 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 10-17.

Athlete Profile and Preparation

Value: 1.0

Athlete Profile and Preparation a

Value 0.5

Athlete Profile and Preparation b

Value 0.5

Unit Description

Students will critically analyse the theories, concepts and models for selected topics in athlete preparation. They critically analyse principles, strategies and methodologies for preparation in their chosen sports contexts and evaluates limitations and assumptions, including ethical considerations. Students consider talent identification protocols and fundamental testing processes. They learn to use resources and technologies for measuring and assessing their own and others' performance. Students synthesise knowledge, understanding and skills to personalise programs, individual and/ or team development, strength and conditioning, nutrition, psychology, or recovery in the context of developing and maintaining an athlete for themselves and others.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> • analyse principles, strategies and methodologies of athlete preparation • analyse theories, concepts, and models of athlete preparation to draw conclusions about how they enhance athlete development • analyse athlete preparation research methods and knowledge using the principles of ethics or sustainability to explain solutions • assess a range of resources and technologies intended to enhance athlete preparation • applies knowledge, understanding and skills to investigate and solve problems in athlete preparation 	<ul style="list-style-type: none"> • critically analyse principles, strategies and methodologies of athlete preparation and evaluates limitations and assumptions of knowledge and processes • critically analyse theories, concepts, and models of athlete preparation to draw informed and insightful conclusions about how they enhance athlete development • critically analyse athlete preparation research methods and knowledge using the principles of ethics or sustainability to evaluate solutions for self and others • evaluates a range of resources and technologies intended to enhance athlete preparation for self and others • synthesises knowledge, understanding and skills to investigate and solve problems in athlete preparation 	<ul style="list-style-type: none"> • describe practices and approaches of athlete preparation • describe theories or concepts about athlete preparation • describe resources or technologies that enhance athlete preparation • applies knowledge, understanding and skills to investigate problems in athlete preparation

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
<ul style="list-style-type: none"> • analyse principles, strategies and methodologies related to athlete preparation and profiling, e.g. talent identification methodologies, principles of training, anxiety and arousal management strategies • analyse theories, concepts, and models of athlete preparation to draw conclusions about how they enhance performance, e.g. periodisation models, recovery techniques, strength and conditioning theories • analyse athlete preparation research methods and knowledge using the principles of ethics to explain solutions, e.g. age and development appropriate programs, ethical management of data, ethical supplementation • Assess a range of resources and technologies intended to enhance athlete preparation, e.g. data analytics to optimise training programs, Augmented Reality and Virtual Reality in sports training, video analysis of movement patterns 	<ul style="list-style-type: none"> • critically analyse principles, strategies and methodologies of athlete preparation and profiling, and evaluates limitations and assumptions of knowledge and processes, e.g. talent identification methodologies, principles of training, anxiety and arousal management strategies • critically analyse theories, concepts, and models of athlete preparation to draw informed and insightful conclusions about how they enhance theirs and others' performance, e.g. periodisation models, recovery techniques, strength and conditioning theories • critically analyse athlete preparation research methods and knowledge using the principles of ethics to evaluate solutions, e.g. age and development appropriate programs, ethical management of data, ethical supplementation • evaluates a range of resources and technologies intended to enhance theirs and others' athlete preparation, e.g. data analytics to optimise training programs, Augmented Reality and Virtual Reality in sports training, video analysis of movement patterns 	<ul style="list-style-type: none"> • describe practices and approaches of athlete preparation • describe theories or concepts of athlete preparation • describe resources or technologies that enhance athlete preparation

A Course	T Course	M Course
Skills		
<ul style="list-style-type: none"> • apply physical education knowledge, understanding, and skills to enhance data-informed athlete preparation, e.g. motor skill competencies, fitness testing, athlete profiling • apply knowledge, understanding, and skills to prepare and perform in simulated and actual match/tournament conditions • create targeted, and high-quality plans to achieve desired outcomes in athlete preparation for self and others, e.g. program design, macro and micro planners • plan and undertake independent enquiries and analyse relevant data and information based on valid and reliable sources, e.g. analyse their own, club or team preparation data, own v elite data • communicate effectively using a range of modes, mediums and techniques, adhering to the principles of academic integrity e.g. multimodal texts, training journal, post-game/training debrief • apply interpersonal, intrapersonal, and leadership skills with integrity to athlete development problems and research methods, e.g. peer assessment, peer critique, peer coaching 	<ul style="list-style-type: none"> • synthesise physical education knowledge, understanding, and skills to enhance data-informed athlete preparation, e.g. motor skill competencies, fitness testing, athlete profiling • create evidence-informed, targeted, and high-quality plans to achieve desired outcomes in athlete preparation for self and others e.g. program design, macro and micro planners • plan and undertake independent enquiries and critically analyse relevant data and information based on critical evaluation of valid and reliable sources, e.g. analyse their own, club or team preparation data, own v elite data • communicate effectively using a range of modes, mediums and techniques for a variety of purposes, adhering to the principles of academic integrity e.g. multimodal texts, training journal, post-game/training debrief • apply interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences to athlete development problems and research methods, e.g. peer assessment, peer critique, peer coaching 	<ul style="list-style-type: none"> • apply knowledge, understanding and skills to enhance athlete preparation • outline plans or activities to achieve desired outcomes for athlete preparation • undertake a directed inquiry, self-managing the process • communicate using appropriate language • apply interpersonal and intrapersonal skills

A Course	T Course	M Course
<ul style="list-style-type: none"> reflect using evidence on knowledge, understanding and/or skill acquisition to make considered proposals for improvement 	<ul style="list-style-type: none"> reflect using evidence on knowledge, understanding and/or skill acquisition to make targeted and justified proposals for improvement 	<ul style="list-style-type: none"> reflect on own knowledge, understanding and/or skills 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 10-17.

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

Students will critically analyse plans, tactics and strategies in chosen sports contexts and how they are developed by teams and individuals. They critically analyse principles, strategies and methodologies for success in their chosen sport. Students consider the communication and ethical problems athletes, coaches and support staff face in determining and implementing plans, strategy and tactics. They synthesise knowledge, understanding and skills to personalise programs, individual and/ or team plans, tactics and strategy, including injury prevention in the context of chosen sports.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> analyse principles, strategies and methodologies of performance analysis analyse theories, concepts, and models of performance analysis to draw conclusions about enhancing physical performance analyse performance analysis research methods and knowledge using the principles of ethics or sustainability to explain solutions assess a range of resources and technologies intended to enhance team and/or individual performance apply knowledge, understanding and skills to investigate and solve problems associated with team and/or individual performance 	<ul style="list-style-type: none"> critically analyse principles, strategies and methodologies of performance analysis and evaluate limitations and assumptions of knowledge and processes critically analyse theories, concepts, and models of performance analysis to draw informed and insightful conclusions about enhancing physical performance critically analyse performance analysis research methods and knowledge using the principles of ethics or sustainability to evaluate solutions evaluate a range of resources and technologies intended to analyse and enhance team and/or individual performance synthesise knowledge, understanding and skills to investigate and solve problems associated with team and/or individual performance 	<ul style="list-style-type: none"> describe practices and approaches of performance analysis describe theories or concepts of performance analysis describe resources and technologies intended to enhance athlete performance apply knowledge, understanding and skills to investigate and solve problems associated with athlete performance

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
<ul style="list-style-type: none"> • analyse principles, strategies and methodologies underpinning performance analysis within their chosen sport or activity, e.g. statistical analysis of strategies in sport, video analysis, personal risk plan for injury prevention • analyse theories, concepts, and models of performance analysis to draw conclusions about enhancing performance within their chosen sport or activity, e.g. technique appraisal/correction, feedback cycle, training journal, nature v nurture • analyse the methods and knowledge used in performance analysis using the principles of ethics or sustainability to explain chosen solutions for application to their chosen sport or activity, e.g. performance data, ethical management of video analysis 	<ul style="list-style-type: none"> • critically analyse principles, strategies and methodologies underpinning performance analysis within their chosen sport or activity and evaluates limitations and assumptions of knowledge and processes, e.g. statistical analysis of strategies in sport (mean, median, mode, frequency), video analysis, personal risk plan for injury prevention • critically analyse theories, concepts, and models of performance analysis to draw informed and insightful conclusions about enhancing performance within their chosen sport or activity, e.g. technique appraisal/ correction, feedback cycle, training journal, nature v nurture • critically analyse the methods and knowledge used in performance analysis using the principles of ethics or sustainability to evaluate chosen solutions for application to their chosen sport or activity e.g. performance data, ethical management of video analysis 	<ul style="list-style-type: none"> • describe practices and approaches related to performance analysis • describe theories, concepts, and models of performance analysis

A Course	T Course	M Course
<ul style="list-style-type: none"> • assess resources and technologies intended to enhance performance in their chosen sport or activity, e.g. video analysis/videography technology, wearable sensors and real-time monitoring, sport association websites such as Netball Australia, GPS trackers for performance analysis 	<ul style="list-style-type: none"> • evaluate a range of resources and technologies intended to enhance performance in their chosen sport or activity, e.g. video analysis/videography technology, wearable sensors and real-time monitoring, sport association websites such as Netball Australia, GPS trackers for performance analysis 	<ul style="list-style-type: none"> • describe resources and technologies intended to enhance athlete performance
Skills		
<ul style="list-style-type: none"> • apply knowledge, understanding, and skills to enhance development of plans, tactics and strategies and their implementation by individuals and/or teams, e.g. SWOT analysis of opponents/competition, use data to create a strategy, application to own current sporting contexts • apply knowledge, understanding, and skills to prepare and perform in simulated and actual match/tournament conditions • create targeted, and high-quality plans to achieve desired outcomes for individual and/or team performance analysis, e.g. technique correction of skill, return to play protocols, injury prevention • plan and undertake independent enquiry and analyse relevant data and information based on valid and reliable sources, e.g. analysing individual and/or team performance, data driven feedback, technology in sport-testing machines 	<ul style="list-style-type: none"> • synthesise knowledge, understanding, and skills to enhance development of plans, tactics and strategies and their implementation by individuals and/or teams, e.g. SWOT analysis of opponents/competition, use data to create a strategy, application to own current sporting contexts • create evidence-informed, targeted, and high-quality plans to achieve desired outcomes for individual and/or team performance analysis, e.g. technique correction of skill, return to play protocols, injury prevention • plan and undertake independent enquiries and critically analyse relevant data and information based on critical evaluation of valid and reliable sources, e.g. analysing individual and/or team performance, data driven feedback, technology in sport-testing machines 	<ul style="list-style-type: none"> • apply knowledge, understanding and skills to investigate and solve problems associated with athlete performance • outline plans or activities to achieve desired outcomes for athlete preparation • undertake a directed inquiry, self-managing the process

A Course	T Course	M Course
<ul style="list-style-type: none"> • communicate effectively using a range of modes, mediums and techniques adhering to the principles of academic integrity, e.g. game driving, game decision making, variety of exam question types • apply interpersonal, intrapersonal, and leadership skills with integrity to athlete development problems and research methods, e.g. peer assessment, peer critique, peer coaching • reflect using evidence on knowledge, understanding and/or skill acquisition to make considered proposals for improvement 	<ul style="list-style-type: none"> • communicate effectively using a range of modes, mediums and techniques for a variety of purposes, adhering to the principles of academic integrity, e.g. game driving, game decision making, variety of exam question types • apply interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences to athlete development problems and research methods, e.g. peer assessment, peer critique, peer coaching • reflect using evidence on knowledge, understanding and/or skill acquisition to make targeted and justified proposals for improvement 	<ul style="list-style-type: none"> • communicates using appropriate language • applies interpersonal and intrapersonal skills • reflects on own knowledge, understanding and/or skills 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 10-17.

Independent Study

Value 1.0

Independent Study a

Value 0.5

Independent Study b

Value 0.5

Prerequisites

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

Unit Description

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

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> analyse principles, strategies and methodologies of the chosen topic in Athlete Development analyse theories, concepts, and models of the chosen topic in Athlete Development to draw conclusions analyse the chosen topic in Athlete Development research methods and knowledge using the principles of ethics or sustainability to explain solutions assess a range of resources and technologies intended to enhance aspects of the chosen topic in Athlete Development 	<ul style="list-style-type: none"> critically analyse principles, strategies and methodologies of the chosen topic in Athlete Development and evaluates limitations and assumptions of knowledge and processes critically analyse theories, concepts, and models of the chosen topic in Athlete Development to draw informed and insightful conclusions critically analyse of the chosen topic in Athlete Development research methods and knowledge using the principles of ethics or sustainability to evaluate solutions evaluate a range of resources and technologies intended to analyse and enhance aspects of the chosen topic in Athlete Development 	<ul style="list-style-type: none"> describe practices and approaches of the chosen topic in Athlete Development describe theories or concepts of the chosen topic in Athlete Development describe resources and technologies intended to enhance athlete performance

A Course	T Course	M Course
<ul style="list-style-type: none"> apply knowledge, understanding and skills to investigate and solve problems associated with the chosen topic in Athlete Development 	<ul style="list-style-type: none"> synthesise knowledge, understanding and skills to investigate and solve problems associated with the chosen topic in Athlete Development 	<ul style="list-style-type: none"> apply knowledge, understanding and skills to investigate problems associated with the chosen topic in Athlete Development

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
<ul style="list-style-type: none"> analyse principles, strategies and methodologies related to the chosen topic in Athlete Development analyse theories, concepts, and models of the chosen topic in Athlete Development to draw conclusions about enhancing performance analyse performance analysis research methods and knowledge using the principles of ethics or sustainability to explain solutions assess resources and technologies intended to enhance aspects of the chosen topic in Athlete Development 	<ul style="list-style-type: none"> critically analyse principles, strategies and methodologies related to the chosen topic in Athlete Development and evaluates limitations and assumptions of knowledge and processes critically analyse theories, concepts, and models of the chosen topic in Athlete Development to draw informed and insightful conclusions about enhancing performance critically analyse performance analysis research methods and knowledge using the principles of ethics or sustainability to evaluate solutions evaluate a range of resources and technologies intended to enhance aspects of the chosen topic in Athlete Development 	<ul style="list-style-type: none"> describe practices and approaches related to the chosen topic in Athlete Development describe theories, concepts, and models of the chosen topic in Athlete Development describe resources and technologies intended to enhance athlete performance
Skills		
<ul style="list-style-type: none"> apply physical education knowledge, understanding, and skills to enhance aspects of the chosen topic in Athlete Development 	<ul style="list-style-type: none"> synthesise physical education knowledge, understanding, and skills to enhance aspects of the chosen topic in Athlete Development 	<ul style="list-style-type: none"> apply knowledge, understanding and skills to investigate and solve problems associated with the chosen topic in Athlete Development

A Course	T Course	M Course
<ul style="list-style-type: none"> • apply knowledge, understanding, and skills to prepare and perform in simulated and actual match/tournament conditions • create targeted, and high-quality plans related to the chosen topic in Athlete Development • plan and undertake independent enquiry and analyse relevant data and information based on valid and reliable sources related to the chosen topic in Athlete Development • communicate effectively using a range of modes, mediums and techniques adhering to the principles of academic integrity, related to the chosen topic in Athlete Development • apply interpersonal, intrapersonal, and leadership skills with integrity related to the chosen topic in Athlete Development • reflect using evidence on knowledge, understanding and/or skill acquisition to make considered proposals for improvement 	<ul style="list-style-type: none"> • create evidence-informed, targeted, and high-quality plans related to the chosen topic in Athlete Development • plan and undertake independent enquiries and critically analyse relevant data and information based on critical evaluation of valid and reliable sources, related to the chosen topic in Athlete Development • communicate effectively using a range of modes, mediums and techniques for a variety of purposes, adhering to the principles of academic integrity, related to the chosen topic in Athlete Development • apply interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences related to the chosen topic in Athlete Development • reflect using evidence on knowledge, understanding and/or skill acquisition to make targeted and justified proposals for improvement 	<ul style="list-style-type: none"> • outline plans or activities related to the chosen topic in Athlete Development • undertake a directed inquiry, self-managing the process related to the chosen topic in Athlete Development • communicates using appropriate language • applies interpersonal and intrapersonal skills • reflects on own knowledge, understanding and/or skills 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 10-17.

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 Nick Ball	University of Canberra
Kylie Olsthoorn	Merici College
Daniel Hawke	Erindale College
Joel Richardson	St Edmund's College Canberra

Appendix C – Common Curriculum Elements

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

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

Appendix D – Glossary of Verbs

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

Appendix E – Glossary for ACT Senior Secondary Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix F – Course Adoption

Conditions of Adoption

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

Adoption Process

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

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

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