



# Physical Education Studies

A / M

Cover Art provided by Canberra College student Aidan Giddings

## Table of Contents

The ACT Senior Secondary System	1
ACT Senior Secondary Certificate	2
Learning Principles	3
General Capabilities	4
Cross Curriculum Priorities	6
Rationale	8
Goals	8
Unit Titles	8
Organisation of Content	9
Assessment	10
Achievement Standards	12
Sports Skill Acquisition	Value: 1.0 ..... 16
Leisure and Recreation	Value: 1.0 ..... 19
Building and Improving Teams	Value: 1.0 ..... 22
Sport, Activity, Culture and Society	Value: 1.0 ..... 25
Independent Study	Value: 1.0 ..... 28
Appendix A – Implementation Guidelines	31
Appendix B – Course Developers	34
Appendix C – Common Curriculum Elements	35
Appendix D – Glossary of Verbs	36
Appendix E – Glossary for ACT Senior Secondary Curriculum	37
Appendix F – Course Adoption	38



## The ACT Senior Secondary System

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

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

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

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

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

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

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

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

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

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

## **ACT Senior Secondary Certificate**

Courses of study for the ACT Senior Secondary Certificate:

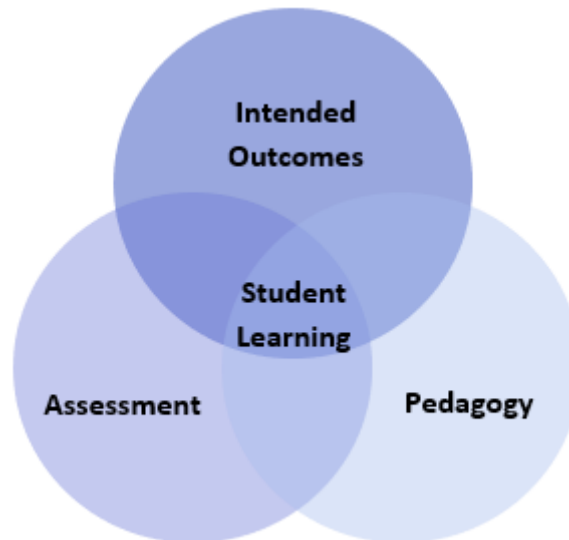
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in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

Each course of study:

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

## Underpinning beliefs

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



## Learning Principles

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

## General Capabilities

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

The capabilities include:

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

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

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

Elaboration of these General Capabilities and priorities is available on the ACARA website at [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au).

### Literacy

Health and Physical Education assists in the development of literacy by introducing specific terminology used in health and physical activity contexts. Students understand the language used to describe health status, products, information and services. They also develop skills that empower them to be critical consumers able to access, interpret, analyse, challenge and evaluate the ever-expanding and changing knowledge base and influences in the fields of health and physical education. In physical activity settings, as performers and spectators, students develop an understanding of the language of movement and movement sciences. This is essential in analysing their own and others' movement performances.

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

### Numeracy

Health and Physical Education provides students with opportunities to recognise the mathematics that exists in Health and Physical Education learning experiences. As they engage with Health and Physical Education, students see the importance of numeracy, select relevant numeracy knowledge and skills, and apply these skills in a range of contexts. Students use calculation, estimation and measurement to collect and make sense of information related to, for example, nutrition, fitness, navigation in the outdoors 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 health behaviour and physical activity practices.

### **Information and Communication Technology (ICT)**

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

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

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

### **Critical and Creative Thinking**

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

Physical Education Studies also provides learning opportunities that support dance making, games creation and technique refinement. Students develop understanding of the processes associated with creating movement and reflect on their body's responses and their feelings about these movement experiences.

### **Personal and Social Capability**

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

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

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

## **Ethical Understanding**

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

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

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

## **Intercultural Understanding**

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

Students recognise occasions when tensions between individuals and groups are based on cultural differences, and learn to act in ways that maintain individual and group integrity and that respect the rights of all. They examine stereotypical representations of various social and cultural groups in relation to community health 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 and physical activity within their families, social groups and institutions, and within other cultures in the broader community.

## **Cross Curriculum Priorities**

### **Aboriginal and Torres Strait Islander Histories and Cultures**

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

Physical Education encourages all students to engage with and appreciate the lived experiences of Aboriginal and Torres Strait Islander peoples. They look at contemporary role-models. Health and Physical Education explores Aboriginal and Torres Strait Islander cultural heritage and further develops student knowledge of key concepts of country/place, peoples and cultures.

Students learn about the richness of Aboriginal and Torres Strait Islander modes of communication and ways of living, and develop appreciation and understanding of uniquely Australian connections to place, people and ways of being. They explore the importance of family and kinship structures for maintaining and promoting health, safety and wellbeing within their community and the wider

community. Students also have the opportunity to participate in physical activities and cultural practices such as traditional and contemporary Indigenous games.

### **Asia and Australia's Engagement with Asia**

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

The course enables students to appreciate and engage with diverse cultures, traditions and belief systems of the Asia region through the development of communication and interpersonal skills that reflect cultural understanding, empathy and respect. Students examine the meaning of health and the mind-body-spirit connection across the cultures of the Asia region through physical activity practices. In Health and Physical Education, students recognise the influence within Australian culture of traditional and contemporary movement activities from the Asia region. While exploring health and movement in the context of Asia, students develop an understanding of the links between humans, environments and active living practices.

### **Sustainability**

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

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

# Physical Education Studies

## A / M

### Rationale

Physical Education Studies are the study of biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Students develop knowledge, understanding and skills, including physical literacy competencies, to support them to be resilient, to strengthen their sense of self, to build and maintain relationships, and to make decisions to enhance their health and physical participation.

Physical Education Studies provides students with skills and knowledge to learn about and practice ways of maintaining active healthy lifestyles and working with others and improve physical and team skills through theory and practical activities. It assists students in preparing for lifelong physical well-being. Research studies show adolescents with fundamental sports skills are more likely to continue physical activity later in life. This course aims to promote and develop such skills, values and positive attitudes to physical activity in, about and through movement.

This has the potential for students to enhance their own health and well-being in varied and changing contexts.

The study of Physical Education Studies provides possible pathways to further study in vocational areas for employment as a trainer, coach or in voluntary community coaching as well as providing foundations for life-long health.

### Goals

This course should enable students to:

- increase physical literacy in, through and about movement
- analyse, physical education studies theories, concepts, principles, methodologies, assumptions, perspectives and ideas in and through sport
- analyse the nature and purpose of physical education and the impact of factors that influence self, others and well-being
- analyse values and attitudes and evaluate their influence on health, outdoor and physical education
- communicate in a range of modes and mediums for specific purposes and audiences
- reflect on and apply concepts, skills and strategies.

### Unit Titles

- Sports Skill Acquisition
- Leisure & Recreation
- Building and Improving Teams
- Sport, Activity, Culture and Society
- Independent Study

## **Organisation of Content**

### **Sport Skills Acquisition**

Students explore the acquisition and development of sports skills and apply processes and theories associated with skill acquisition and refinement. They respectfully and safely participate in activities in a diverse range of sports, building self-efficacy.

### **Leisure and Recreation**

This unit develops student's understanding of physical activity, recreation and sport from a participatory perspective. Students explore activities focused on improving fitness, personal, emotional and physical wellbeing and the importance of lifelong physical activity

### **Building and Improving Teams**

Students explore and develop skills associated with the enhancement of teams. They will learn about factors which affect performance and implement strategies used to support players' emotional, social and physical development. They safely participate and apply concepts during a diverse range of activities promoting teamwork and collaboration.

### **Sport, Activity, Culture and Society**

Students explore a range of sports and physical activities that contribute to individual, societal and cultural identity. They participate in and reflect on how a variety of physical activities and culturally diverse individual and team sports impact personal, societal and national identity.

### **Independent Study**

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

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

## Assessment

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

Task Type	Knowledge and understanding	Skills
	<b>Suggested tasks:</b> <ul style="list-style-type: none"> <li>• research essays</li> <li>• assignments</li> <li>• reports</li> <li>• exam/tests</li> <li>• multimedia tasks</li> <li>• reflective diaries</li> <li>• journals</li> <li>• portfolios</li> <li>• logs</li> </ul>	<b>Suggested tasks:</b> <ul style="list-style-type: none"> <li>• practical laboratories</li> <li>• presentations</li> <li>• orals</li> <li>• physical activity tasks</li> <li>• practical tests</li> <li>• campaigns &amp; case studies</li> <li>• debates</li> <li>• seminars</li> <li>• field trips</li> </ul>
<b>Weightings in A 1.0 and 0.5 units</b>	40 - 60%	40 - 60%
<b>Weightings in M 1.0 and 0.5 units</b>	10 - 90%	10 - 90%

### Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Suggested guidelines for a written task: **A** 500 – 800 words.
- Suggested guidelines for an oral presentation: **A** 5 - 8 minutes.

## **Achievement Standards**

Years 11 and 12 achievement standards are written for A/T courses. A single achievement standard is written for M courses.

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

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



**Achievement Standards for Physical Education Studies A Course Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>analyses theories, concepts and models used to explain physical activity</li> <li>analyses principles, strategies, methodology, approaches to data and procedures</li> <li>analyses physical activity topics</li> <li>communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>discusses theories, concepts and models used to explain physical activity</li> <li>discusses principles, strategies, methodology, approaches to data and procedures</li> <li>discusses physical activity topics</li> <li>communicates ideas and arguments using appropriate evidence, language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>interprets theories, concepts and models used to explain physical activity</li> <li>interprets principles, strategies, methodology, approaches to data and procedures</li> <li>interprets physical activity topics</li> <li>communicates ideas and arguments with referencing</li> </ul>	<ul style="list-style-type: none"> <li>describes theories, concepts and models used to explain physical activity</li> <li>describes principles, strategies, methodology, approaches to data and procedures</li> <li>describes physical activity topics</li> <li>communicates ideas and information with minimal referencing</li> </ul>	<ul style="list-style-type: none"> <li>identifies theories, concepts and models used to explain physical activity</li> <li>identifies principles, strategies, methodology, approaches to data and procedures</li> <li>identifies physical activity topics</li> <li>communicates limited ideas and information with limited or no referencing</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, ideas with control and precision to a practical context and specific physical education activities</li> <li>plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources</li> <li>makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances of self and others</li> <li>analyses practical techniques and performance with reference to specific skills criteria</li> </ul>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, ideas with control to a practical context and specific physical education activities</li> <li>plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources</li> <li>makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances of self and others</li> <li>discusses practical techniques and performance with reference to specific skills criteria</li> </ul>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, ideas with some control to a practical context and specific physical education activities</li> <li>undertakes guided inquiries and describes data and information based on appropriate sources</li> <li>makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others</li> <li>interprets practical techniques and performance with reference to specific skills criteria</li> </ul>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, ideas with minimal control to a practical context and specific physical education activities</li> <li>undertakes guided inquiries with some reference to data using limited sources</li> <li>makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others</li> <li>describes practical techniques and performance with some reference to specific skills criteria</li> </ul>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, ideas with little or no control in a practical context</li> <li>undertakes guided research with little or no reference to data and sources</li> <li>selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others</li> <li>identifies practical techniques and performance with little or no reference to specific skills criteria</li> </ul>

**Achievement Standards for Physical Education Studies A Course Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>analyses physical education theories, concepts and models and explains their limitations and assumptions</li> <li>analyses physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability</li> <li>analyses physical activity topics and explains their significance</li> <li>communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>explains physical education theories, concepts and models and discusses their limitations and assumptions</li> <li>explains physical education principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability</li> <li>explains physical education topics and discusses their significance</li> <li>communicates ideas and arguments using appropriate evidence, language and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>discusses physical education theories, concepts and models and describes their limitations and assumptions</li> <li>discusses physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability</li> <li>discusses physical education topics describes their significance</li> <li>communicates ideas and arguments with referencing</li> </ul>	<ul style="list-style-type: none"> <li>describes physical education theories, concepts and models with some reference to their limitations and assumptions</li> <li>describes physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability</li> <li>describes physical education topics and makes some reference to their significance</li> <li>communicates ideas and information with minimal referencing</li> </ul>	<ul style="list-style-type: none"> <li>identifies physical education theories, concepts and models with little to no reference to their limitations and assumptions</li> <li>identifies physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability</li> <li>identifies physical education topics and makes little or no reference to their significance</li> <li>communicates limited ideas and information with limited or no referencing</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, ideas with control and precision to a practical context and specific physical education activities</li> <li>plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources</li> <li>makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances of self and others</li> <li>analyses practical techniques and performance with reference to specific skills criteria</li> </ul>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, ideas with control to a practical context and specific physical education activities</li> <li>plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources</li> <li>makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances of self and others</li> <li>explains practical techniques and performance with reference to specific skills criteria</li> </ul>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, ideas with some control to a practical context and specific physical education activities</li> <li>undertakes guided inquiries and describes data and information based on appropriate sources</li> <li>makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others</li> <li>describes practical techniques and performance with reference to specific skills criteria</li> </ul>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, ideas with minimal control to a practical context and specific physical education activities</li> <li>undertakes guided inquiries with some reference to data using limited sources</li> <li>makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others</li> <li>identifies practical techniques and performance with some reference to specific skills criteria</li> </ul>	<ul style="list-style-type: none"> <li>applies concepts, models, principles, methodology, ideas with little or no control in a practical context</li> <li>undertakes guided research with little or no reference to data and sources</li> <li>selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others</li> <li>identifies practical techniques and performance with little or no reference to specific skills criteria</li> </ul>

**Achievement Standards for Physical Education Studies M Course Years 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>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>describes strategies, procedures with independence</li> <li>describes practical techniques and performance with independence</li> </ul>	<ul style="list-style-type: none"> <li>describes strategies, procedures with some assistance</li> <li>describes practical techniques and performance with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>recounts strategies, procedures with assistance</li> <li>recounts practical techniques and performance with assistance</li> </ul>	<ul style="list-style-type: none"> <li>identifies strategies, procedures with continuous guidance</li> <li>identifies practical techniques and performance with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>identifies strategies, procedures with direct instruction</li> <li>identifies practical techniques and performance with direct instruction</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with independence</li> <li>makes discerning choice of strategies and procedures to enhance physical performances of self with independence</li> <li>plans and undertakes independent inquiries with independence</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with some assistance</li> <li>selects strategies and procedures to enhance physical performances of self with some assistance</li> <li>plans and undertakes independent inquiries with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with assistance</li> <li>selects strategies and procedures to enhance physical performances of self with assistance</li> <li>undertakes guided inquiries with assistance</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with continuous guidance</li> <li>selects strategies and procedures to enhance physical performances of self with continuous guidance</li> <li>undertakes guided inquiries with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with direct instruction</li> <li>selects strategies and procedures to enhance physical performances of self with direct instruction</li> <li>undertakes simple research on a topic with direct instruction</li> </ul>

## Sports Skill Acquisition

**Value: 1.0**

**Sports Skill Acquisition a**

**Value 0.5**

**Sports Skill Acquisition b**

**Value 0.5**

### Unit Description

Students explore the acquisition and development of sports skills. Students apply processes and theories associated with skill acquisition and refinement. They respectfully and safely participate in activities in a diverse range of sports, building self-efficacy.

### Suggested Contexts

It is recommended that students study and experience 3-5 selected sports, modified sports, or themes such as, invasion games, net/wall/court games, target games or striking/fielding games. Suitable activities may include but are not limited to: Touch, Football, Volleyball, Netball, Oztag, Softball, Australian Football, Water Polo, Ultimate Frisbee, Cricket, Basketball, European Handball, Flag Football, Field or Court Hockey, Baseball, Softball, Lacrosse. Consideration should be made to avoid significant duplication of activities across all units.

### Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>understand processes involved in the acquisition and improvement of sports skills</li> <li>participate actively in a range of physical activities to develop skills</li> </ul>	<ul style="list-style-type: none"> <li>describe processes involved in the acquisition and improvement of sports skills</li> <li>participate in a range of physical activities to develop skills</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Concepts, theories and models</b>	
<ul style="list-style-type: none"> <li>analyse and apply concepts in the acquisition of sports skills. for example, body awareness, spatial awareness, effort awareness and their relationship, through research, observation or physical activity</li> <li>analyse and apply theories in the acquisition of sports skills, for example, observation, imitation, modelling, verbal and segmental through research, observation and physical activity</li> <li>analyse and apply models in the acquisition of sports skills for example, individual, team tactical and strategical applications through research, observation or physical activity</li> </ul>	<ul style="list-style-type: none"> <li>describe and apply concepts in the acquisition of sports skills, for example, body awareness, spatial awareness, effort awareness and their relationship, through observation or physical activity</li> <li>describe and apply theories in the acquisition of sports skills, for example, observation, imitation, modelling and verbal through observation and physical activity</li> <li>describe and apply models in the acquisition of sports skills for example, individual, team tactical and strategical applications through observation or physical activity</li> </ul>

A Course	M Course
<b>Principles, strategies, methodology</b>	
<ul style="list-style-type: none"> <li>• evaluate the impact of motor skill principles, for example, body awareness, spatial awareness, object control, and effort</li> <li>• evaluate strategies in the acquisition of movement skills for example, sensory, social, emotional, communication</li> <li>• analyse and apply techniques with reference to specific skill criteria through observation and participation in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• identify the impact of motor skill principles for example, body awareness, spatial awareness, object control, and effort</li> <li>• identify strategies in the acquisition of movement skills for example, sensory, social, emotional, communication</li> <li>• describe and apply techniques with reference to specific skill criteria through observation and participation in physical activity</li> </ul>
<b>Nature and purpose</b>	
<ul style="list-style-type: none"> <li>• evaluate the impact of psychological responses, for example, motivation and resilience in the acquisition of movement skills</li> <li>• evaluate own and others' movement composition, and provide and apply feedback to enhance performance</li> <li>• understand that in order for all participants to experience the maximum benefit participation in physical activity individuals should demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines</li> <li>• understand that practice improves performance</li> </ul>	<ul style="list-style-type: none"> <li>• describe the impact of motivation and resilience in the acquisition of movement skills</li> <li>• compare own and others' movement composition to enhance performance</li> <li>• understand that in physical activity individuals should demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines</li> <li>• link practice and improved performance</li> </ul>
<b>Representations and interpretations</b>	
<ul style="list-style-type: none"> <li>• analyse issues, problems and practices in motor skill acquisition</li> <li>• plan and undertake an independent inquiry, evaluating and analysing data</li> <li>• evaluate whether sources of information are valid and reliable</li> </ul>	<ul style="list-style-type: none"> <li>• describe issues and problems in motor skill acquisition</li> <li>• plan and undertake an independent inquiry</li> <li>• make choices whether sources of information are reliable</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>• understand numerical comparisons of size and measurements, grouping, estimating, counting, space, statistical information, interpreting, and using graphs, tables and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• use and interpret numerical components, for example, graphs, statistics, tables and diagrams</li> </ul>

A Course	M Course
<ul style="list-style-type: none"> <li>• communicate using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately</li> <li>• understand that effective communication skills enhance a person’s ability to express and defend their belief</li> <li>• communicate effectively in a range of contexts and practical situations</li> </ul>	<ul style="list-style-type: none"> <li>• communicate using acceptable language and terminology</li> <li>• display aspects of effective communication</li> <li>• communicate in a range of contexts and practical situations</li> </ul>

### **A guide to reading and implementing content descriptions**

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

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

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

### **Assessment**

Refer to pages 10-12.

## Leisure and Recreation

**Value: 1.0**

Leisure and Recreation a

**Value 0.5**

Leisure and Recreation b

**Value 0.5**

### Unit Description

This unit develops students' understanding of physical activity, recreation and sport from a participatory perspective. Students explore activities focused on improving fitness, personal, emotional and physical wellbeing and the importance of lifelong physical activity.

### Suggested Contexts

It is recommended that students study and experience 3-5 selected recreational activities. Suitable activities may include but are not limited to: League Tag, AFL 9's, Fast 5 Netball, Floorball, Ultimate Frisbee, Indoor Cricket, Flag Football, Lacrosse, Orienteering, Fitness and conditioning, Aquatic activities, Rock Climbing, Lawn Bowls, Surfing, Golf, Tennis, Squash, Mountain biking, Bush walking, Gym fitness, Dance. Consideration should be made to avoid significant duplication of activities across all units.

### Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>understand and gain an appreciation of the role of physical activity in developing health and well-being</li> <li>participate actively in a range of recreational activities to develop physical literacy and social skills</li> </ul>	<ul style="list-style-type: none"> <li>describes the appreciation of physical activity in developing health and well-being</li> <li>participate in a range of recreational activities to develop physical literacy and social skills</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Concepts, theories and models</b>	
<ul style="list-style-type: none"> <li>analyse and apply concepts surrounding leisure &amp; recreation involvement and participation in physical activity, for example, enjoyment, relaxation, rejuvenation and play</li> <li>analyse and apply theories associated with the purpose of leisure and recreation through research, observation and participation in physical activity, for example, social connection, recreation, play, state of mind and self-expression (</li> </ul>	<ul style="list-style-type: none"> <li>describe how such things as enjoyment, relaxation, rejuvenation and play may come from physical activity, leisure and recreation</li> <li>describe the relationship of participation in recreational and leisure activities to emotional, physical and mental health and well-being, for example, social connection, self-expression</li> </ul>

A Course	M Course
<ul style="list-style-type: none"> <li>analyse the relationship of participation in recreational and leisure activities to emotional, physical and mental health and well-being</li> </ul>	
<b>Principles, strategies, methodology</b>	
<ul style="list-style-type: none"> <li>analyse and apply principles, strategies and methodologies in leisure and recreation skills, for example, accessibility, equity, funding, planning, community partnerships, facilities, resources, occupational health and safety</li> <li>analyse and apply practical techniques with reference to specific skill criteria in recreation and leisure activities</li> </ul>	<ul style="list-style-type: none"> <li>describe and apply principles and strategies in leisure and recreation skills. for example, facilities, resources, occupational health and safety</li> <li>describe and apply practical techniques with reference to specific skill criteria in recreation and leisure activities</li> </ul>
<b>Nature and purpose</b>	
<ul style="list-style-type: none"> <li>evaluate the significance, nature and purpose of leisure and recreation, for example, quality of fitness, health and wellbeing</li> <li>understand that physical activity/sports can provide opportunities for personal enjoyment, challenge and self-expression</li> </ul>	<ul style="list-style-type: none"> <li>link the significance of leisure and recreation on health and wellbeing</li> <li>understand that physical activity/sports can provide opportunities for personal enjoyment, challenge and self-expression</li> </ul>
<b>Representations and interpretations</b>	
<ul style="list-style-type: none"> <li>analyse issues, problems and practices in leisure and recreation, for example, demographic, socio economic status including age, gender, education, income, influence of family, role models and peers, personality type</li> <li>plan and undertake an independent inquiry, evaluating and analysing data</li> <li>critically evaluate whether sources of information are valid and reliable</li> </ul>	<ul style="list-style-type: none"> <li>describes issues, problems and practices in leisure and recreation, for example, age, gender, education, income, influence of family</li> <li>plan and undertake an independent inquiry</li> <li>make choices whether sources of information are reliable</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>understand numerical comparisons, grouping, estimating, counting, statistical information, measuring instruments, interpreting, and using graphs, tables and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>use and interpret numerical components, for example, graphs, statistics, tables and diagrams</li> </ul>



A Course	M Course
<ul style="list-style-type: none"> <li>• communicate using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately</li> <li>• communicate effectively in a range of contexts and practical situations</li> </ul>	<ul style="list-style-type: none"> <li>• communicate using acceptable language and terminology</li> <li>• display aspects of effective communication in a range of contexts and practical situations</li> </ul>

## A guide to reading and implementing content descriptions

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

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

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

## Assessment

Refer to pages 10-12.

## Building and Improving Teams

**Value: 1.0**

**Building and Improving Teams a**

**Value 0.5**

**Building and Improving Teams b**

**Value 0.5**

### Unit Description

Students explore and develop skills associated with the enhancement of teams. They will learn about factors which affect performance and implement strategies used to support players' emotional, social and physical development. Students safely participate and apply concepts during a diverse range of activities promoting teamwork and collaboration.

### Suggested Contexts

It is recommended that students study 3-5 selected sports or activities. Suitable activities may include but not limited to: Touch, Football, Volleyball, Netball, Oztag, Softball, Australian Football, Water Polo, Ultimate Frisbee, Cricket, Basketball, European Handball, Flag Football, Field or Court Hockey, Baseball, Softball, Lacrosse, Weights and Gym, Aerobic training, as well as Community Coaching principles related to game-sense and teamwork. Consideration should be made to avoid significant duplication of activities across all units.

### Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>understand the role and responsibility expected of different members of a team that enhance sporting performance</li> <li>participate actively in a range of physical activities that promote teamwork and collaboration</li> <li>understand the role of fitness and conditioning in the performance of teams</li> </ul>	<ul style="list-style-type: none"> <li>describe the role and responsibility expected of different members of a team</li> <li>participate in a range of physical activities that promote teamwork and collaboration</li> <li>understand the role of fitness and conditioning</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Concepts, theories and models</b>	
<ul style="list-style-type: none"> <li>analyse and apply concepts on team building through research, observation and participation in physical activity, for example, shared values, roles, participation, conflicts, individual agendas</li> </ul>	<ul style="list-style-type: none"> <li>describe and apply concepts on team building through observation and participation in physical activity</li> </ul>

A Course	M Course
<ul style="list-style-type: none"> <li>analyse and apply concepts and theories used in the physical development of a team, for example, fitness testing, components of fitness, types of training and training principles</li> </ul>	<ul style="list-style-type: none"> <li>describe and apply concepts used in the physical development of a team, for example, fitness testing and types of training</li> </ul>
<b>Principles, strategies, methodology</b>	
<ul style="list-style-type: none"> <li>analyse and apply principles, strategies and methodologies for enhancing team performance, for example, community coaching, goal setting, programs of learning, feedback, compliance and safety, communication, fitness and conditioning</li> <li>analyse and apply practical techniques with reference to specific skill criteria</li> <li>understand that decision-making skills are important components of team performance</li> </ul>	<ul style="list-style-type: none"> <li>describe and apply principles and strategies for enhancing team performance, for example, community coaching, goal setting, communication and feedback</li> <li>describe and apply practical techniques with reference to specific skill criteria</li> <li>understand that decision-making skills are important components of team performance</li> </ul>
<b>Nature and purpose</b>	
<ul style="list-style-type: none"> <li>evaluate the significance, nature and purpose of team building skills, for example, building a sense of identity, leadership development, fun and belonging, shared goals</li> <li>understand that character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community</li> <li>understand that tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships</li> <li>understand that competition can positively or negatively affect technique, behaviour, attitude, and performance</li> </ul>	<ul style="list-style-type: none"> <li>describe the significance of team building skills</li> <li>understand that character can be developed through individual and group activities</li> <li>consider that tolerance and appreciation are necessary in order to establish healthy relationships</li> <li>consider that competition can positively or negatively affect performance</li> </ul>
<b>Representations and interpretations</b>	
<ul style="list-style-type: none"> <li>analyse issues, problems and practices in building teams, for example, inclusiveness, community, competition v participation, technologies, motivation, individual needs, attitudes and aptitudes</li> <li>plan and undertake an independent inquiry, evaluating and analysing data</li> <li>evaluate whether sources of information are valid and reliable</li> </ul>	<ul style="list-style-type: none"> <li>describe issues, problems and practices in building teams, for example, communication</li> <li>plan and undertake an independent inquiry</li> <li>make choices whether sources of information are reliable</li> </ul>

A Course	M Course
<b>Communication</b>	
<ul style="list-style-type: none"> <li>• understand numerical comparisons, grouping, estimating, counting, statistical information, measuring instruments, interpreting, and using graphs, tables and diagrams</li> <li>• communicate using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately</li> <li>• communicate effectively in a range of contexts and practical situations</li> </ul>	<ul style="list-style-type: none"> <li>• use and interpret numerical components, for example, graphs, statistics, tables and diagrams</li> <li>• communicate using acceptable language and terminology in a range of contexts and practical situations</li> <li>• display aspects of effective communication</li> </ul>

### **A guide to reading and implementing content descriptions**

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### **Assessment**

Refer to pages 10-12.

## Sport, Activity, Culture and Society

**Value: 1.0**

**Sport, Activity, Culture and Society a**

**Value 0.5**

**Sport, Activity, Culture and Society b**

**Value 0.5**

### Unit Description

Students explore a range of sports and physical activities that contribute to individual, societal and cultural identity. They participate in and reflect on how a variety of culturally diverse sports and physical activities impact personal, societal and national identity.

### Suggested Contexts

It is recommended that students study and experience 3-5 selected physical activities or sports that link with specific community groups or cultures. Suitable activities may include but are not limited to: Gaelic Football, Netball, Flag Football, Australian Football, Cricket, European Handball, Baseball, Hip Hop, Surfing, Soccer, Indigenous games, Badminton, Table Tennis, Yoga, Bootcamp/Challenge, Wheelchair Basketball, Goal ball, Golf, Lawn Bowls, Bocce. Consideration should be made to avoid significant duplication of activities across all units.

### Specific Unit Goals

This unit should enable students to:

<b>A Course</b>	<b>M Course</b>
<ul style="list-style-type: none"> <li>participate in and reflect on a variety of culturally diverse and specific population group sports and physical activities</li> <li>understand the relationship between physical activity, sport, society, culture and identity</li> </ul>	<ul style="list-style-type: none"> <li>participate in a variety of culturally diverse and specific population group sports and physical activities</li> <li>understand the relationship between sport and society or culture</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

<b>A Course</b>	<b>M Course</b>
<b>Concepts, theories and models</b>	
<ul style="list-style-type: none"> <li>analyse theories of physical activity and sport in society and culture, for example, development of morals and ethics, building of character, driver of social change and political agendas</li> <li>analyse and apply models for building a physical activity or sport culture/society within the community, for example, organisation and coordination of competitions, volunteering and traditions such as rituals &amp; routines, symbols, control systems, myths &amp; stories</li> </ul>	<ul style="list-style-type: none"> <li>describe theories of physical activity and sport in society or culture, for example, development of morals and ethics and the building of character</li> <li>describe and apply models for building a physical activity or sport culture/society, for example, organisational structures and volunteers</li> </ul>

A Course	M Course
<b>Principles, strategies, methodology</b>	
<ul style="list-style-type: none"> <li>analyse and apply principles, strategies and methodologies associated with physical activity and sport in society, for example, provision for childhood, adolescence, adult, elderly and disabled groups</li> <li>apply practical techniques with reference to specific skill criteria</li> </ul>	<ul style="list-style-type: none"> <li>describe and apply principles and strategies associated with physical activity and sport participation in groups, for example, childhood, adolescence and adult</li> <li>apply practical techniques with reference to specific skill criteria</li> </ul>
<b>Nature and purpose</b>	
<ul style="list-style-type: none"> <li>evaluate the significance of physical activity and sport in culture and society, for example, its effect on aspirations, motivation, employment, morals, values, structures, creating community, and the role of media</li> <li>participate in activities from diverse cultures and analyse their cultural significance</li> </ul>	<ul style="list-style-type: none"> <li>communicate the significance of physical activity and sport in society, for example, morals, values, structures and media</li> <li>participate in activities from diverse cultures and reflect on their significance</li> </ul>
<b>Representations and interpretations</b>	
<ul style="list-style-type: none"> <li>analyse issues, problems and practices in a physical activity and sport and its impact on culture and society, for example, globalisation, commercialisation, disability, gender, race, corruption, politics, morals and ethics</li> <li>plan and undertake an independent inquiry, evaluating and analysing data</li> <li>evaluate whether sources of information are valid and reliable</li> </ul>	<ul style="list-style-type: none"> <li>describe issues and problems in a physical activity on culture or society, for example, commercialisation, corruption, remote and urban participation</li> <li>plan and undertake an independent inquiry</li> <li>make choices whether sources of information are valid</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>understand numerical comparisons, grouping, estimation, counting, statistical, measuring, interpreting and using graphs, tables and diagrams</li> <li>communicate using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately</li> <li>communicate effectively in a range of contexts and practical situations</li> </ul>	<ul style="list-style-type: none"> <li>use and interpret numerical components. For example, graphs, statistics, tables and diagrams</li> <li>communicate using acceptable language and terminology in a range of contexts and practical situations</li> <li>display aspects of effective communication</li> </ul>

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## **Assessment**

Refer to pages 10-12.

## Independent Study

**Value: 1.0**

**Independent Study a**

**Value 0.5**

**Independent Study b**

**Value 0.5**

### 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 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.

### Duplication of Content

The Independent Study will not duplicate content from other Physical Education units.

### Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>understand and apply deep knowledge associated with the negotiated topic of study</li> <li>participate in and reflect on, the value associated with negotiated topic of study</li> </ul>	<ul style="list-style-type: none"> <li>recount and apply knowledge associated with the negotiated topic of study</li> <li>participate in practical components of negotiated topic of study</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Concepts, theories and models</b>	
<ul style="list-style-type: none"> <li>analyse and apply concepts, theories and models in a topic within physical education studies</li> <li>explain the limitations and assumptions of concepts of physical education studies on individuals' health and well-being</li> <li>develop and apply skills in specific physical activities</li> </ul>	<ul style="list-style-type: none"> <li>describe concepts, theories and models in a topic within physical education studies</li> <li>communicate concepts within physical education studies on individuals' health and well-being</li> <li>develop and apply skills in specific physical activities</li> </ul>



A Course	M Course
<b>Principles, strategies, methodology</b>	
<ul style="list-style-type: none"> <li>• analyse and apply principles, strategies and methodologies in a topic within physical education studies</li> <li>• apply practical techniques with reference to specific skill criteria of topic</li> </ul>	<ul style="list-style-type: none"> <li>• describe and apply principles and strategies in a topic within physical education studies</li> <li>• apply practical techniques with reference to specific skill criteria of topic</li> </ul>
<b>Nature and purpose</b>	
<ul style="list-style-type: none"> <li>• evaluate the significance, nature and purpose of a topic within physical education studies</li> </ul>	<ul style="list-style-type: none"> <li>• describe the significance of a topic within physical education studies</li> </ul>
<b>Representations and interpretations</b>	
<ul style="list-style-type: none"> <li>• analyse issues, problems and practices in a topic within physical education studies</li> <li>• plan and undertake an independent inquiry, evaluating and analysing data</li> <li>• critically evaluate whether sources of information are valid and reliable</li> </ul>	<ul style="list-style-type: none"> <li>• describe issues and problems in a topic within physical education studies</li> <li>• plan and undertake an independent inquiry</li> <li>• make choices whether sources of information are valid</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>• evaluate and apply varying communication skills and methodologies within the context of physical education studies</li> <li>• communicate ideas and arguments using appropriate evidence, language and referencing</li> <li>• understand numerical comparisons, grouping, estimation, counting, statistical, measuring, interpreting and using graphs, tables and diagrams</li> <li>• communicate using effective language, correct terminologies, language convention, forms and acknowledging sources appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• use and interpret numerical components, for example, graphs, statistics, tables and diagrams</li> <li>• communicate using acceptable language and terminology</li> <li>• display aspects of effective communication</li> <li>• communicate in a range of contexts and practical situations</li> </ul>

## **A guide to reading and implementing content descriptions**

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

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

### **Assessment**

Refer to pages 10-12.

## Appendix A – Implementation Guidelines

### Available course patterns

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

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

Units in this course can be delivered in any order.

### Prerequisites for the course or units within the course

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

### Arrangements for students continuing study in this course

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

### Duplication of Content Rules

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

### Guidelines for Delivery

#### Program of Learning

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

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

## **Content Descriptions**

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

### **Half standard 0.5 units**

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

## **Moderation**

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

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

### **The Moderation Model**

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

### **Moderation by Structured, Consensus-based Peer Review**

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

### **Preparation for Structured, Consensus-based Peer Review**

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

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

### **The College Course Presentation**

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

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

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

### **Visual evidence for judgements made about practical performances**

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

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

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

## Appendix B – Course Developers

Name	College
Wayne McAuliffe	Marist College
Dale Argall	St Mary MacKillop College

## Appendix C – Common Curriculum Elements

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

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

## Appendix D – Glossary of Verbs

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



## Appendix E – Glossary for ACT Senior Secondary Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Appendix F – Course Adoption

### Conditions of Adoption

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

### Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to [bssscertification@ed.act.edu.au](mailto: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.

<b>College:</b>	
<b>Course Title:</b>	<b>Physical Education Studies</b>
<b>Classification/s:</b>	<b>A    M</b>
<b>Accredited from:</b>	2019
<b>Framework:</b>	Health, Outdoor and Physical Education 2016