



**Physical Activity and Sports Studies  
Content Endorsed Course  
Years 7–10**

**Syllabus**

September 2004

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# **1 Introduction**

## **1.1 The K–10 Curriculum**

This syllabus has been developed within the parameters set by the Board of Studies NSW in its *K–10 Curriculum Framework*. This framework ensures that K–10 syllabuses and curriculum requirements are designed to provide educational opportunities that:

- engage and challenge all students to maximise their individual talents and capabilities for lifelong learning
- enable all students to develop positive self-concepts and their capacity to establish and maintain safe, healthy and rewarding lives
- prepare all students for effective and responsible participation in their society, taking account of moral, ethical and spiritual considerations
- encourage and enable all students to enjoy learning, and to be self-motivated, reflective, competent learners who will be able to take part in further study, work or training
- promote a fair and just society that values diversity
- promote continuity and coherence of learning, and facilitate the transition between primary and secondary schooling.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students to succeed in and beyond their schooling. These broad learning outcomes indicate that students will:

- understand, develop and communicate ideas and information
- access, analyse, evaluate and use information from a variety of sources
- work collaboratively with others to achieve individual and collective goals
- possess the knowledge and skills necessary to maintain a safe and healthy lifestyle
- understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world
- understand and appreciate social, cultural, geographical and historical contexts, and participate as active and informed citizens
- express themselves through creative activity and engage with the artistic, cultural and intellectual work of others
- understand and apply a variety of analytical and creative techniques to solve problems
- understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships
- be productive, creative and confident in the use of technology and understand the impact of technology on society
- understand the work environment and be equipped with the knowledge, understanding and skills to evaluate potential career options and pathways
- develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

The ways in which learning in the *Physical Activity and Sports Studies CEC Years 7–10 Syllabus* contributes to the curriculum and to the student's achievement of the broad learning outcomes are outlined in the syllabus rationale.

In accordance with the *K–10 Curriculum Framework*, the *Physical Activity and Sports Studies CEC Years 7–10 Syllabus* takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It enunciates clear standards of what students are expected to know and be able to do in Years 7–10. It provides structures and processes by which teachers can provide continuity of study for all students, particularly to ensure successful transition through Years 5 to 8 and from Year 10 to Year 11.

The syllabus also assists students to maximise their achievement in Physical Activity and Sports Studies through the acquisition of additional knowledge, understanding, skills, values and attitudes. It contains advice to assist teachers to program learning for those students who have gone beyond achieving the outcomes through their study of the essential content.

## **1.2 Students with Special Education Needs**

In the K–6 curriculum, students with special education needs are provided for in the following ways:

- through the inclusion of outcomes and content in syllabuses which provide for the full range of students
- through the development of additional advice and programming support for teachers to assist students to access the outcomes of the syllabus
- through the development of specific support documents for students with special education needs
- through teachers and parents planning together to ensure that syllabus outcomes and content reflect the learning needs and priorities of students.

Students with special education needs build on their achievements in K–6 as they progress through their secondary study and undertake courses to meet the requirements for the School Certificate.

It is necessary to continue focusing on the needs, interests and abilities of each student when planning a program for secondary schooling. The program will comprise the most appropriate combination of courses, outcomes and content available.

### **Life Skills**

For most students with special education needs, the outcomes and content in sections 6 and 7 of this syllabus will be appropriate but for a small percentage of these students, particularly those with an intellectual disability, it may be determined that these outcomes and content are not appropriate. For these students the Life Skills outcomes and content in section 8 and the Life Skills assessment advice below can provide the basis for developing a relevant and meaningful program.

### **Access to Life Skills outcomes and content in Years 7–10**

A decision to allow a student to access the Physical Activity and Sports Studies CEC Years 7–10 Life Skills outcomes and content should include parents/carers and be based on careful consideration of the student's competencies and learning needs.

The decision should establish that the outcomes and content in sections 6 and 7 of the *Physical Activity and Sports Studies CEC Years 7–10 Syllabus* are not appropriate to meet the needs of the student. Consideration should be given to whether modifications to programs and to teaching, including adjustments to learning activities and assessment, would enable the student to access the syllabus outcomes and content.

As part of the decision to allow a student to access the Physical Activity and Sports Studies Years 7–10 Life Skills outcomes and content, it is important to identify relevant settings, strategies and resource requirements that will assist the student in the learning process. Clear time frames and strategies for monitoring progress, relevant to the age of the student, need to be identified and collaborative plans should be made for future needs.

It is not necessary to seek permission of the Office of the Board of Studies for students to undertake the Physical Activity and Sports Studies Years 7–10 Life Skills outcomes and content, nor is it necessary to submit planning documentation.

### **Life Skills assessment**

Each student undertaking a Physical Activity and Sports Studies Years 7–10 Life Skills course will have specified outcomes and content to be studied. The syllabus content listed for each outcome forms the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the outcomes and to generalise their knowledge, understanding and skills across a range of situations or environments including the school and the wider community.

Students may demonstrate achievement in relation to Physical Activity and Sports Studies Years 7–10 Life Skills outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the activity. Examples of support may include:

- the provision of extra time
- physical and/or verbal assistance from others
- the provision of technological aids.

## **2 Rationale**

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Participation in regular physical activity is essential to improving health status and quality of life. Health experts agree it can reduce the likelihood of obesity, non-insulin dependent diabetes, coronary heart disease, hypertension and cancers. Research shows regular physical activity to also be effective in stress management, therapy and rehabilitation, injury prevention and the promotion of physical fitness. Individuals who lead an active lifestyle enjoy a positive sense of general wellbeing, heightened energy levels and improved ability to concentrate. They have an enhanced capacity to perform daily activities with ease and respond to increased demands.

Participation in physical activity provides opportunities for personal challenge, enjoyment and satisfaction. It also provides for positive interaction with others, in both collaborative and competitive contexts and supports the development of key social skills necessary for strong interpersonal relationships. Participation in particular physical activities can be culturally significant and play an important role in the development of cultural understanding.

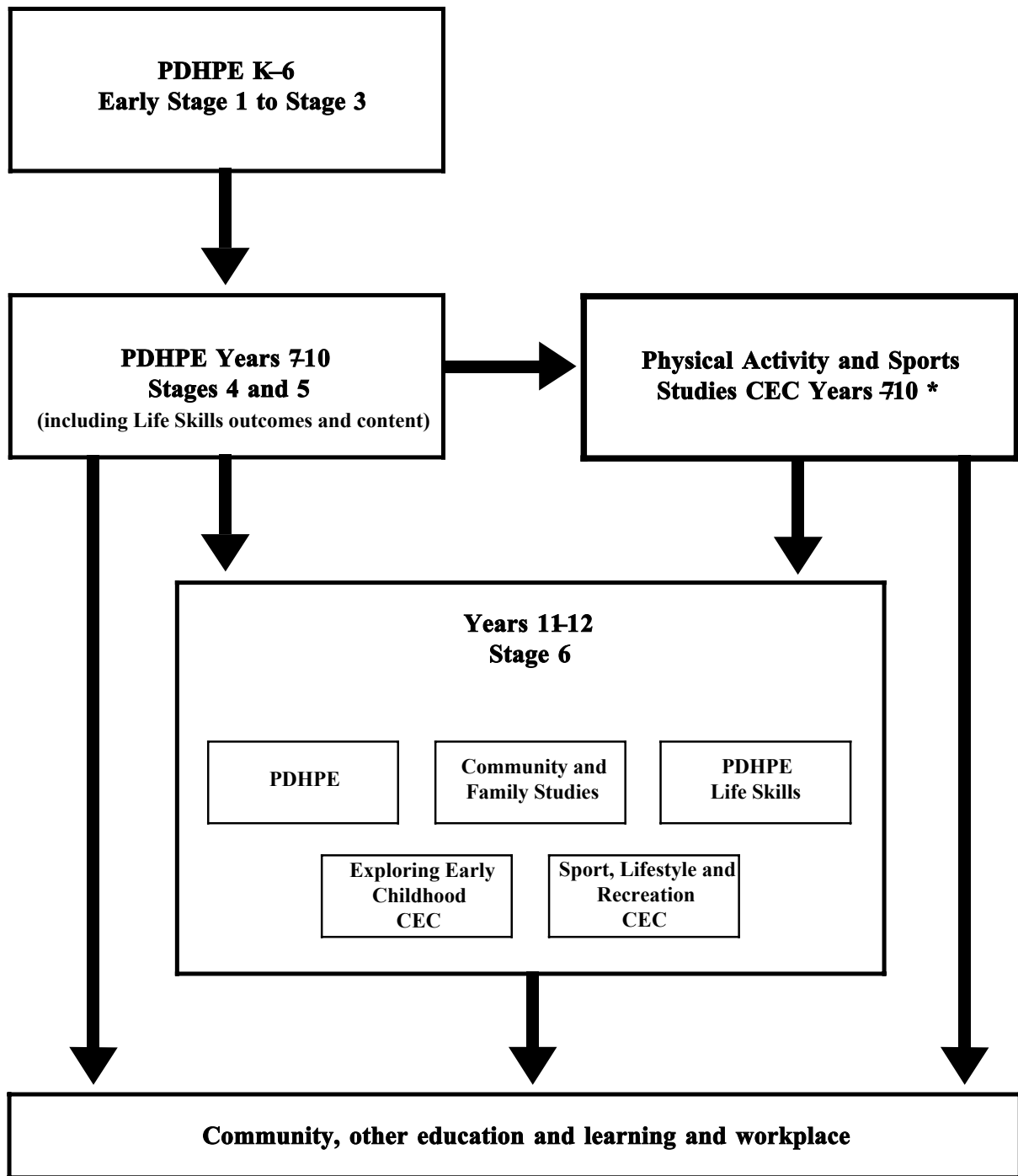
This syllabus promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

Physical Activity and Sports Studies also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.



### 3 The Place of the Physical Activity and Sports Studies CEC Years 7–10 Syllabus in the K–12 Curriculum



\*While schools may choose to offer a course based on this syllabus in either Stage 4 or Stage 5, the outcomes and content have been designed at a Stage 5 standard.

## **4 Aim**

The aim of the *Physical Activity and Sports Studies CEC Years 7–10 Syllabus* is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

## **5 Objectives**

### **Knowledge, understanding and skills**

Students will:

- develop a foundation for efficient and enjoyable participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport
- develop the personal skills to participate in physical activity and sport with confidence and enjoyment.

Values and attitudes

Students will:

- develop a commitment to lifelong participation in physical activity and sport
- appreciate the enjoyment and challenge of participation in physical activity and sport
- value the contributions of physical activity and sport to wellbeing and society.

## 6 Outcomes

| Objectives<br>Students will:  | Outcomes<br>A student:   |
|---|--|
| 1 develop a foundation for efficient and enjoyable participation and performance in physical activity and sport                             | 1.1 discusses factors that limit and enhance the capacity to move and perform<br>1.2 analyses the benefits of participation and performance in physical activity and sport   |
| 2 develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing | 2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport<br>2.2 analyses physical activity and sport from personal, social and cultural perspectives   |
| 3 enhance the participation and performance of themselves and others in physical activity and sport   | 3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance<br>3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport  |
| 4 develop the personal skills to participate in physical activity and sport with confidence and enjoyment                                   | 4.1 works collaboratively with others to enhance participation, enjoyment and performance<br>4.2 displays management and planning skills to achieve personal and group goals<br>4.3 performs movement skills with increasing proficiency<br>4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions. |

While schools may choose to offer a course based on this syllabus in either Stage 4 or Stage 5, the outcomes and content have been designed at a Stage 5 standard.

### Life Skills

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the above outcomes are not appropriate. For these students, Life Skills outcomes and content can provide the basis for the development of a relevant and meaningful program – see section 8.

## 7 Content

### 7.1 Organisation of Content

#### Areas of Study

The content is organised in modules within the following three Areas of Study:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance.

Schools develop programs by selecting one or more modules from each Area of Study. In addition, schools may develop their own module(s) to address area(s) of interest not covered in the modules provided in the syllabus. The course has a strong focus on learning through movement so programs should use selected movement applications to explore the Areas of Study where appropriate.

| Areas of Study                               | Foundations of Physical Activity  | Physical Activity and Sport in Society  | Enhancing Participation and Performance   |
|--|---|---|---|
| <b>M<br/>O<br/>D<br/>U<br/>L<br/>E<br/>S</b> | <ul style="list-style-type: none"> <li>• Body systems and energy for physical activity</li> <li>• Physical activity for health</li> <li>• Physical fitness</li> <li>• Fundamentals of movement skill development</li> <li>• Nutrition and physical activity</li> <li>• Participating with safety</li> </ul> | <ul style="list-style-type: none"> <li>• Australia’s sporting identity</li> <li>• Lifestyle, leisure and recreation</li> <li>• Physical activity and sport for specific groups</li> <li>• Opportunities and pathways in physical activity and sport</li> <li>• Issues in physical activity and sport</li> </ul> | <ul style="list-style-type: none"> <li>• Promoting active lifestyles</li> <li>• Coaching</li> <li>• Enhancing performance – strategies and techniques</li> <li>• Technology, participation and performance</li> <li>• Event management</li> </ul> |

**Learning through**

**experiences in physical activity and sport movement applications**

### **Mandatory requirements**

Schools are to develop programs that provide students with the opportunity of demonstrating all syllabus outcomes. For this reason students must have experience of at least one module from each of the three areas of study. All content from the three selected modules must be taught.

Schools may then build their course by selecting and integrating other modules or sections of module content to form units of work. To ensure a coherent and balanced treatment of the content, selected *learn about* content should be taught in conjunction with the corresponding *learn to* statements.

### **School-developed modules**

Schools may include additional content in the form of school-developed modules. A school-developed module can be developed to include content not represented in the Board-developed Physical Activity and Sports Studies modules. The content included in school-developed modules does not require Board endorsement, but it must contribute to student achievement of the Physical Activity and Sports Studies outcomes and it should not duplicate essential content from other Board syllabuses.

A school-developed module cannot be used to meet the mandatory minimum study requirement from each Area of Study.

### **Requirements for 100-hour courses**

Schools offering a 100-hour course of study must address all outcomes and include a minimum 15 hours study of a Board-developed module from each of the three Areas of Study. Schools are provided with the flexibility to allocate the remaining hours to content drawn from modules in any or all of the Areas of Study to form a course appropriate to students' needs and interests. Within a 100-hour course schools may include one school-developed module to address an emphasis not covered in Board-developed modules. The school-developed module should be of a minimum 15 hours and maximum 30 hours duration.

### **Requirements for 200-hour courses**

Schools offering a 200-hour course of study must address all outcomes and include a minimum 20 hours study of a Board-developed module from each of the three Areas of Study. Schools are provided with the flexibility to allocate the remaining hours to content drawn from modules in any or all of the Areas of Study to form a course appropriate to students' needs and interests. Within a 200-hour course schools may include two school-developed modules to address an emphasis not covered in Board-developed modules. Each school-developed module should be of a minimum 15 hours and maximum 30 hours duration.

### **Movement applications**

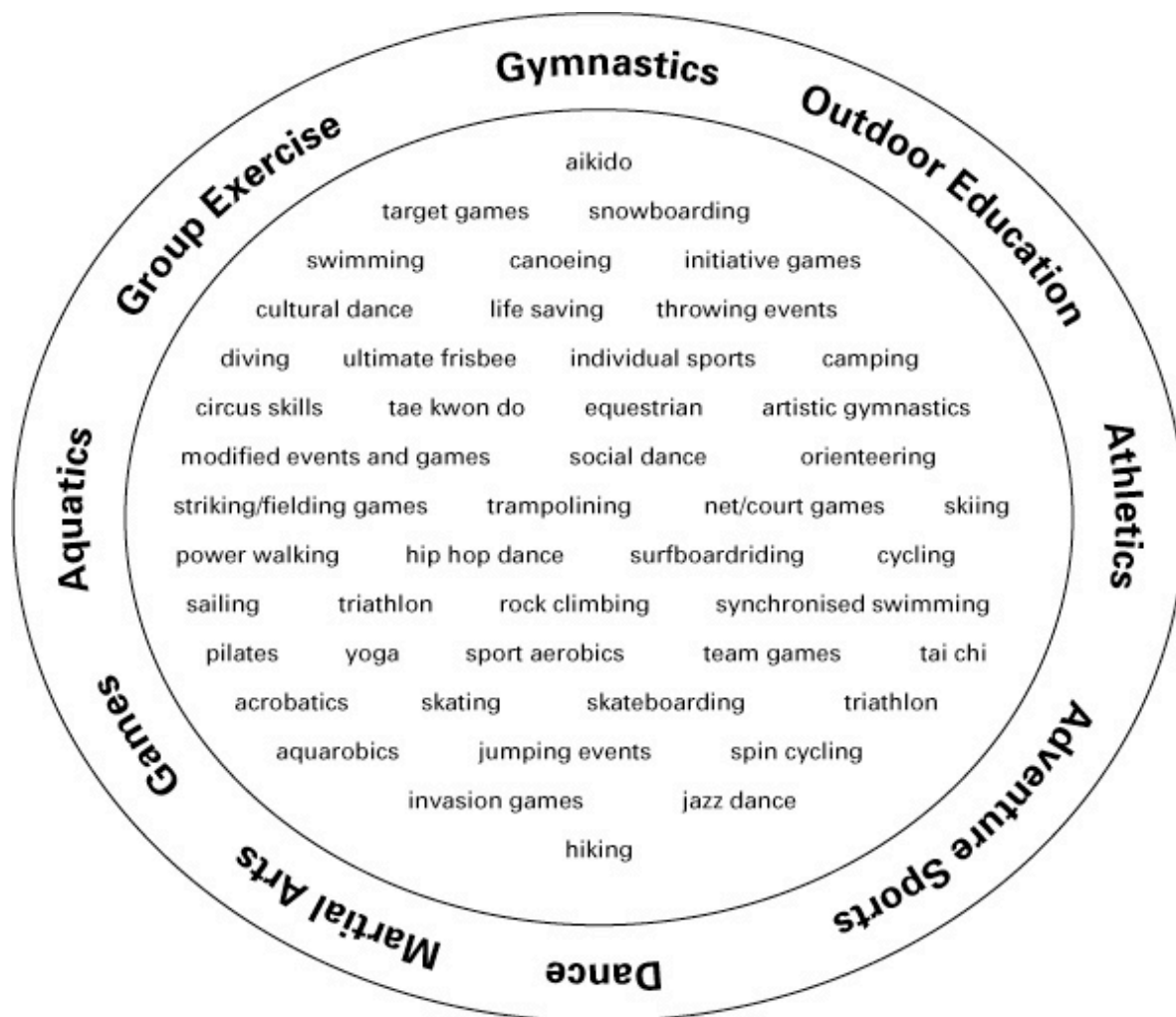
A further requirement is that programs have a strong focus on movement. Where appropriate, learning in each of the Areas of Study is achieved through engaging in selected physical activity and sport movement applications. Other topics may be discussed with reference to examples drawn from the movement applications that students experience in the course.

When selecting movement applications schools are encouraged to provide students with:

- the opportunity to explore a broad range of movement experiences to identify with activities which they may pursue beyond school
- the opportunity to transfer movement skills and build social skills across contexts and appreciate the variety of benefits provided by physical activity and sport
- new experiences and challenges beyond those offered through the mandatory PDHPE Years 7–10 course
- contexts that are relevant and stimulating for students, and that can be supported by school and community resources.

In addition, schools should be aware of school and education sector policies in relation to the safe conduct of particular activities and reflect on their capacity to meet these requirements when selecting the areas of emphasis in their course.

The following graphic shows a sample of the types of physical activity and sport movement applications that may be considered. Schools will choose different movement applications for their courses, depending on the needs and interests of their students and community.



## **Programming approaches**

The *Physical Activity and Sports Studies CEC Years 7–10 Syllabus* provides a framework with a high degree of flexibility so that schools can design a course that meets the specific needs and interests of their students. When designing teaching and learning programs schools may choose a variety of approaches.

These could include:

- teaching a single module as a unit of work and exploring the content through one or more movement applications
- integrating content from a small number of related modules to form a unit of work and exploring the content through one or more movement applications
- giving considerable emphasis to a single movement application and exploring a number of modules through this context.

There is content in Physical Activity and Sports Studies that builds on that of the PDHPE Years 7–10 syllabus. Where the syllabus deals with similar concepts there is an expectation that teachers will consider students' prior learning and sequence the content appropriately.

The syllabus provides a further basis that can be built on in Stage 6 PDHPE and Sport Lifestyle and Recreation courses. Schools should formulate teaching experiences at an appropriate Stage 5 standard that emphasise areas not dealt with in detail in other key learning area (KLA) programs.

## Sample 100-hour course

|               |   |   |
|---------------|---|---|
| <b>Term 1</b> | <b>Physical activity and sport in Australia (15 hrs)*</b><br><i>Outcomes:</i> 2.1, 2.2, 4.1, 4.3 <i>Modules:</i> Australia’s sporting identity.<br><i>Unit description:</i> Students investigate the role of sport in shaping Australia’s identity. Students participate in activities that have a distinctly Australian flavour, eg Australian Rules, Touch/Oz tag, Indigenous dance   |   |
|               | <b>Physical activity for health and fitness (10 hrs)</b><br><i>Outcomes:</i> 1.1, 1.2, 4.2, 4.4 <i>Modules:</i> Physical activity for health, Physical fitness.<br><i>Unit description:</i> Students participate in a range of group exercise and recreation activities to experience and analyse the similarities and differences between physical activity for health and physical activity for fitness.  |   |
| <b>Term 2</b> | <b>Ultimate frisbee (15 hrs)*</b><br><i>Outcomes:</i> 3.1, 4.1, 4.3<br><i>Modules:</i> Enhancing performance – strategies and techniques.<br><i>Unit description:</i> Students participate in modified and full-sided activities to develop and apply the skills of ultimate frisbee.   | <b>Sports preparation (10 hrs)</b><br><i>Outcomes:</i> 1.1, 4.2, 4.4<br><i>Modules:</i> Physical fitness, Nutrition and physical activity, Participating with safety.<br><i>Unit description:</i> Ultimate frisbee is used as the context for students analysing factors to be considered when preparing for a physical activity.   |
|               | <b>Snow sports (10 hrs)</b><br><i>Outcomes:</i> 1.1, 3.1, 3.2, 4.2 <i>Modules:</i> Physical fitness, Participating with safety, Event management.<br><i>Unit description:</i> Students plan a snowboarding or skiing event as part of a snow field trip. They consider all aspects of the event including format, promotion, and safety.  |   |
| <b>Term 3</b> | <b>Moving with skill (15 hrs)*</b><br><i>Outcomes:</i> 1.1, 1.2, 4.1, 4.3 <i>Modules:</i> Fundamentals of movement skill development.<br><i>Unit description:</i> Students participate in a range of net/court and invasion games that require the application, transfer and modification of movement skills. They study the basic theoretical foundations of skill development including physical and mental practice.   |   |
|               | <b>Recreational pursuits: wheels and waves (15 hrs)</b><br><i>Outcomes:</i> 3.1, 3.2, 4.3<br><i>Modules:</i> Enhancing performance – strategies and techniques, technology, participation and performance.<br><i>Unit description:</i> Students participate and develop skills in skateboarding and surfing. They experience the degree to which the movement skills in these two pursuits are transferable and how technology has impacted upon participation and performance. | <b>Sport and young people (10 hrs)</b><br><i>Outcomes:</i> 2.1, 2.2, 4.4<br><i>Modules:</i> Lifestyle, leisure and recreation, Physical activity and sport for specific groups.<br><i>Unit description:</i> Students analyse youth sport culture, specifically skating and surfing. They investigate how these recreational pursuits are perceived by the community and the reasons for these perceptions. They also explore the outcomes and opportunities provided by these activities. |
| <b>Term 4</b> |   |   |

\* indicates units that address the mandatory requirements.

| Outcome mapping for units                | Outcomes |     |     |     |     |     |     |     |     |     |
|--|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|  | 1.1      | 1.2 | 2.1 | 2.2 | 3.1 | 3.2 | 4.1 | 4.2 | 4.3 | 4.4 |
| Physical activity and sport in Australia |          |     | ✓   | ✓   |     |     | ✓   |     | ✓   |     |
| Physical activity for health and fitness | ✓        | ✓   |     |     |     |     |     | ✓   |     | ✓   |
| Ultimate Frisbee                         |          |     |     |     | ✓   |     | ✓   |     | ✓   |     |
| Sports preparation                       | ✓        |     |     |     |     |     |     | ✓   |     | ✓   |
| Snow sports                              | ✓        |     |     |     | ✓   | ✓   |     | ✓   |     |     |
| Moving with skill                        | ✓        | ✓   |     |     |     |     | ✓   |     | ✓   |     |
| Recreational pursuits: wheels and waves  |          |     |     |     | ✓   | ✓   |     |     | ✓   |     |
| Sport and young people                   |          |     | ✓   | ✓   |     |     |     |     |     | ✓   |



Sample-200 hour course

Year 9

|               |   |  |
|---------------|---|--|
| <b>Term 1</b> | <p><b>The body in action (10 hrs)</b><br/> <b>Outcomes:</b> 1.1, 4.4<br/> <b>Modules:</b> Body systems and energy for physical activity.<br/> <b>Unit description:</b> Students investigate how the major body systems contribute to performing fundamental movement skills</p>   | <p><b>Practice, precision, participation (15 hrs)</b><br/> <b>Outcomes:</b> 1.1, 1.2, 4.1, 4.3<br/> <b>Modules:</b> Fundamentals of movement skill development.<br/> <b>Unit description:</b> Students engage in a range of games that explore the development and transfer of movement skills.</p>  |
| <b>Term 2</b> | <p><b>World games (25 hrs)*</b><br/> <b>Outcomes:</b> 2.1, 2.2, 3.1, 4.1, 4.3      <b>Modules:</b> Physical activity and sport for specific groups**<br/>                     Enhancing performance – strategies and techniques<br/> <b>Unit description:</b> In small groups students select a game popular in another country. They prepare a 10-minute presentation to the class explaining the origin, cultural significance and rules. The group then leads the class through some basic skill activities and participates in the game. Games will include flag football, Gaelic football, European handball and table tennis.</p> |  |
| <b>Term 3</b> | <p><b>Moving with rhythm (15 hrs)</b><br/> <b>Outcomes:</b> 1.1, 3.1, 4.2, 4.3<br/> <b>Modules:</b> Physical fitness, Enhancing performance – strategies and techniques.<br/> <b>Unit description:</b> Students participate in a variety of activities that provide opportunity to practice, modify and design rhythmic movement patterns and dance steps, eg hip hop dancing, cheerleading, sports aerobics</p>  | <p><b>Event case study (10 hrs)</b><br/> <b>Outcomes:</b> 2.1, 2.2, 4.4<br/> <b>Modules:</b> School-developed module<br/> <b>Unit description:</b> This school-developed module investigates an international or local sporting event. Students explore the history, significance and impact of this event. The event selected could change each year, eg World Cup Soccer, Olympics, Forster Triathlon, City to Surf, Rock Eisteddfod</p> |
| <b>Term 4</b> | <p><b>Preparing for the outdoor challenge (15 hrs)</b><br/> <b>Outcomes:</b> 1.1, 1.2, 3.1, 4.3<br/> <b>Modules:</b> Physical fitness, Enhancing performance – strategies and techniques.<br/> <b>Unit description:</b> Students engage in physical fitness and skill development activities to prepare them for the outdoor expedition, eg climbing, abseiling, orienteering, rope courses</p>   | <p><b>Planning the outdoor challenge (10 hrs)*</b><br/> <b>Outcomes:</b> 1.1, 3.1, 3.2, 4.1, 4.2<br/> <b>Modules:</b> Nutrition for physical activity, Participating with safety, Opportunities and pathways in physical activity and sport, <b>Event management**</b><br/> <b>Unit description:</b> Students work in teams to plan, implement and evaluate the outdoor challenge.</p>   |
|               | <p>Outdoor expedition* – Students participate in a 3-day outdoor expedition during which they fulfil the remaining requirements of the Event management module.</p>   |  |

Year 10

|               |   |  |
|---------------|---|--|
| <b>Term 1</b> | <p><b>Being active and healthy (20 hrs)*</b><br/> <b>Outcomes:</b> 1.2, 4.1, 4.3<br/> <b>Modules:</b> Physical activity for health**<br/> <b>Unit description:</b> Practical unit where students explore recommended physical activity guidelines for adolescents by engaging in a range of group exercises, including aquatic-based activities to enhance health.</p>  | <p><b>Getting others active and healthy (5 hrs)</b><br/> <b>Outcomes:</b> 3.1, 4.1, 4.2<br/> <b>Modules:</b> Promoting active lifestyles.<br/> <b>Unit description:</b> Students plan enjoyable, inclusive and non-competitive physical activity sessions for others, eg Year 7 peer support group, Year 6 feeder school group, elderly at local aged care home.</p> |
| <b>Term 2</b> | <p><b>Lifelong leisure and recreation (25 hrs)</b><br/> <b>Outcomes:</b> 2.1, 2.2, 3.1, 3.2, 4.3, 4.4      <b>Modules:</b> Lifestyle, leisure and recreation,<br/>                     Enhancing performance – strategies and techniques<br/> <b>Unit description:</b> Students use local resources and environment to investigate, participate and develop their skills in enjoyable recreational/leisure pursuits. Examples could include cycling/mountain biking, group exercise at local gym, skateboarding and surfboard riding.</p> |  |

Physical Activity and Sports Studies CEC Years 7–10 Syllabus

|               |  |   |
|---------------|--|---|
| <b>Term 3</b> | <p><b>Physical activity for relaxation (10 hrs)</b><br/> <i>Outcomes:</i> 1.2, 3.1, 3.2, 4.3<br/> <i>Modules:</i> Physical activity for health, Enhancing performance – strategies and techniques.<br/> <i>Unit description:</i> Students examine how physical activity can be used to manage stress and enhance relaxation and calmness. Activities include pilates, yoga, tai chi and martial arts.</p>  | <p><b>Issues in sport (15 hrs)</b><br/> <i>Outcomes:</i> 2.1, 2.2, 4.4<br/> <i>Modules:</i> Issues in sport.<br/> <i>Unit description:</i> Students select an issue in sport of interest to them and explore it using the framework provided in the module. Students then provide a short presentation to the class using ICT and style of their choice, eg PowerPoint, video documentary</p> |
| <b>Term 4</b> | <p><b>Physical activity and sport opportunities (25 hrs)</b><br/> <i>Outcomes:</i> 2.2, 3.2, 4.2, 4.4      <i>Modules:</i> Opportunities and pathways in physical activity and sport, Coaching.<br/> <i>Unit description:</i> Students complete a formal accreditation in an area of interest. This can be done individually with students selecting an accreditation as a result of reflecting on their interests and potential voluntary or paid career options, eg Level 0 coaching certificate in a specific sport. It can also be completed as a group with students reaching consensus on an accreditation that could be of general benefit to all, eg Bronze Medallion, First Aid Certificate</p> |   |

\* indicates units that address the mandatory requirements.

\*\* indicates the module being used to meet the mandatory requirements.

| Outcome mapping for units                 | Outcomes |     |     |     |     |     |     |     |     |     |
|---|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|   | 1.1      | 1.2 | 2.1 | 2.2 | 3.1 | 3.2 | 4.1 | 4.2 | 4.3 | 4.4 |
| The body in action                        | ✓        |     |     |     |     |     |     |     |     | ✓   |
| Practice, precision, participation        | ✓        | ✓   |     |     |     |     | ✓   |     | ✓   |     |
| World games                               |          |     | ✓   | ✓   |     |     | ✓   |     | ✓   |     |
| Moving with rhythm                        | ✓        |     |     |     | ✓   |     |     | ✓   | ✓   |     |
| Event case study                          |          |     | ✓   | ✓   |     |     |     |     |     | ✓   |
| Preparing for the outdoor challenge       | ✓        | ✓   |     |     | ✓   |     |     |     | ✓   |     |
| Planning the outdoor challenge            | ✓        |     |     |     | ✓   | ✓   | ✓   | ✓   |     |     |
| Being active and healthy                  |          | ✓   |     |     |     |     | ✓   |     | ✓   |     |
| Getting others active and healthy         |          |     |     |     | ✓   |     | ✓   | ✓   |     |     |
| Lifelong leisure and recreation           |          |     | ✓   | ✓   | ✓   | ✓   |     |     | ✓   | ✓   |
| Physical activity for relaxation          |          | ✓   |     |     | ✓   | ✓   |     |     | ✓   |     |
| Issues in sport                           |          |     | ✓   | ✓   |     |     |     |     |     | ✓   |
| Physical activity and sport opportunities |          |     |     | ✓   |     | ✓   |     | ✓   |     | ✓   |

## **Skills that enhance learning in Physical Activity and Sports Studies**

The *Physical Activity and Sports Studies CEC Years 7–10 Syllabus* builds on the skills developed in PDHPE K–6 and Years 7–10 syllabuses, ie communicating, decision-making, interacting, moving, planning and problem-solving. The syllabus integrates these into a set of higher order skills that assist students to participate effectively in physical activity and sport.

These include the ability to:

- work collaboratively with others to enhance participation, enjoyment and performance
- display management and planning skills to achieve personal and group goals
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Students need to be taught key understandings and processes that relate to the skills at a level of sophistication appropriate to their stage of development. This should not occur in isolation, but in contexts that are meaningful and relevant to the needs, interests and experiences of students. Teachers should plan programs that maximise the opportunities for skill development.

The syllabus assists the integration of skills by providing Stage 5 outcomes that relate to each skill (p 11). In addition, the skills have been embedded throughout the syllabus in the descriptions of what students are to *learn to do*.

### **Working collaboratively with others to enhance participation, enjoyment and performance**

Students develop the capacity to work effectively with others individually and in groups. Through team and group tasks they develop an appreciation of individual difference, group dynamics and the benefits of working collaboratively. They demonstrate the ability to adopt a range of roles and to support others in movement contexts.

In developing the skills of working collaboratively, students learn to:

- recognise and respect the needs, interests, rights and values of others
- develop trust of team members
- act to ensure the safety of self and others
- accept membership in a group or team
- demonstrate a positive attitude to receiving and providing constructive feedback
- establish consensus on individual roles and responsibilities
- take responsibility for individual roles and contribute positively to group objectives.

### **Displaying management and planning skills to achieve personal and group goals**

Students develop the capacity to formulate plans, and manage time and resources in order to work towards the achievement of goals. They apply the planning process to maximise participation, enjoyment and performance quality in physical activities. Students develop a capacity to prioritise the use of their time and resources, and to monitor their progress towards goals. They collaborate effectively with others in plans that affect groups or teams.

In developing management and planning skills, students learn to:

- establish and communicate vision
- translate the vision into short-term and long-term goals
- establish priorities and plan a course of action
- manage resources and time
- implement the plan
- monitor performance and adjust strategies as required
- reinforce achievement through recognition and reward.

### **Performing movement skills with increasing proficiency**

Students develop the capacity to move with skill and creativity in a wide range of movement experiences and environments and to value movement as a source of personal enjoyment and satisfaction. It is through moving that students learn about the capabilities of the body in motion. They use movement as a medium for expression and communication, as a context for social interaction, cooperation and teamwork, and as a source of problem-solving and personal challenge.

In developing movement skills, students learn to:

- determine the purpose of movement, and their personal needs and interests
- adapt and combine movements according to purpose
- take action to participate safely
- use feedback to refine movement
- communicate and collaborate to achieve group goals in movement settings
- explore and participate in other physical activities that allow for transfer of skill and development of new movement skills.

**Analysing and appraising information, opinions and observations to inform physical activity and sport decisions**

Students develop the capacity to approach decision-making in an informed and thoughtful manner, taking into account the rapidly changing knowledge and information relating to physical activity and sport. They are discerning as they consider the various theories on how to improve performance.

In movement settings students learn to make decisions in predictable environments and to improvise in dynamic and unpredictable situations. They interpret physical conditions and player characteristics as they select and modify strategies and tactics to achieve individual and group goals. A characteristic of skilled performance is the capacity to analyse the situation and respond appropriately in a seemingly automatic operation.

In developing the skills of analysis and appraisal in the process of decision-making, students learn to:

- gather appropriate information and make accurate observations
- evaluate information and observations for reliability and relevance
- assess data against known theories, prior experience and other available information
- identify options, predicting outcomes and consequences
- decide on a course of action
- evaluate the decision.

## **Cross-curriculum content**

Cross-curriculum content assists students to achieve the broad learning outcomes defined in the Board of Studies *K–10 Curriculum Framework*. This Content Endorsed Course is not part of the mandatory curriculum. Specific cross-curriculum content has not been allocated. Those cross-curriculum areas that have a strong relevance in this course have been incorporated in the *Physical Activity and Sports Studies CEC Years 7-10 Syllabus* in the following ways:

### **Information and communication technologies (ICT)**

There is opportunity for students to explore, apply, analyse and assess a variety of ICT applications throughout the course. Specific ICT skills have been incorporated into the syllabus content where appropriate. These include:

- electronic research methods to access, collect and interpret information
- the use of databases to collect and interpret performance results and participation trends
- the use of video and profiling equipment to evaluate movement and performance
- the use of software to analyse physical fitness levels, design training regimes and plan and conduct sporting events and competitions
- the use of ICT to enhance performance.

### **Work and employment**

The *Physical Activity and Sports Studies CEC Years 7-10 Syllabus* provides opportunity for students to develop skills that would prove advantageous in many career options. Content is included which is specifically designed to assist students who want to pursue a career in fields such as recreation, sports administration, the fitness industry, personal training, fitness leadership and coaching. There is also content designed for individuals who aspire to a professional sporting career. Students develop an awareness of other vocational opportunities such as teaching, sports science, injury rehabilitation and event management.

Students will have opportunities to develop and practice enterprise skills as they organise, conduct and evaluate physical activity, recreational and sport experiences. Additionally students may gain accreditation in a number of areas that would enhance their career opportunities. These include first aid, refereeing/officiating, outdoor leadership, coaching, training/fitness and lifesaving.

### **Aboriginal and Indigenous**

The *Physical Activity and Sports Studies CEC Years 7-10 Syllabus* incorporates Aboriginal and Indigenous perspectives in relation to equity and access and these may also be explored through an investigation of physical activity and sport in remote and urban communities. There is opportunity to analyse the cultural significance of physical activity to Aboriginal and Indigenous people and the range of factors influencing their participation. Students explore the challenges faced by Aboriginal and Indigenous people in physical activity and sport contexts, including racism and access to resources and support. Students also study the benefits of Aboriginal and Indigenous participation and performance in physical activity and sport to non-Indigenous people which includes developing an understanding and appreciation of Aboriginal and Indigenous culture.

### **Civics and citizenship**

The *Physical Activity and Sports Studies CEC Years 7-10 Syllabus* provides students with the opportunity to investigate civic responsibility and ethics as they relate to a range of physical activity and sport issues. These include violence, drugs, the law and the media in sport, environmental sustainability in the outdoors and the use of technology and other strategies to enhance participation and performance. Physical activity and sport also provide a context to learn and apply a most fundamental expression of citizenship through fair play, teamwork and respect for codes of conduct.

Modules also include a range of ways in which students can be of assistance to others, including demonstrating effective leadership, volunteering and advocating positive community outcomes such as increased levels of physical activity and health benefits.

### **Difference and diversity**

Physical activity and sport can be an effective context for promoting positive attitudes and inclusiveness. The *Physical Activity and Sports Studies CEC Years 7-10 Syllabus* includes study of the contribution made by physical activity and sport to improved quality of life for all. There is opportunity to examine the diverse range of people that have contributed to the development of Australia's rich sporting culture and identity. Students may study modules that require consideration and appreciation of individual differences, including the modification of rules and guidelines, approaches to coaching and leadership and the way in which sporting and outdoor events are planned. Students also develop an understanding of how the broad range of physical activity and sport options have the potential to meet individual, group and community needs and interests.

### **Environment**

Modules include opportunity to investigate how the built and natural environments support participation in physical activity and sport. Protection of the environment is a key consideration in outdoor education. Students consider the outdoor environment from the perspective of risk assessment as well as environmental sustainability. The environment is a relevant factor in the promotion of safe participation and a range of movement applications. When exploring factors that promote active living, students may consider aspects such as the provision of school and community facilities for physical activity, eg walking and cycling paths, open space and play facilities, access provisions for the aged and people with a disability, and active commuting.

### **Gender**

The *Physical Activity and Sports Studies CEC Years 7-10 Syllabus* examines the contribution of physical activity and sport to the social construction of gender. It also includes a critical analysis of the media's portrayal of gender roles in order to challenge gender construction in physical activity and sport. Students can explore the social influences that affect girls' and boys' participation in physical activity and also the positive contribution of women and men to Australia's sporting history and identity. In addition to encouraging increased levels of physical activity for students, Physical Activity and Sports Studies provides the opportunity to address the difference between participation levels of boys and girls. Students are given the skills to plan for enjoyable participation and enhance performance in physical activity and sport, which will increase the likelihood of young people leading an active lifestyle into the future.

### **Key competencies**

Physical Activity and Sports Studies provides a context within which to develop the following general competencies. Students will:

- **collect, analyse and organise** information in a range of physical activity and sports contexts, including current views on the development of physical fitness, nutritional strategies to enhance performance, the use of technology, and performance analysis
- **communicate ideas and information** in different settings. This can involve providing instruction, strategies and tactics as a coach, managing others in the operation of a sporting event or outdoor expedition, and presenting ideas in discussion on topical issues such as violence and drugs in sport
- **plan** for the successful participation and performance of themselves and others in physical activity and sport contexts. This includes planning for physical activity, injury rehabilitation, sports events and outdoor expeditions
- **work with others and in teams** as they plan and manage sports events, perform in team/group contexts and meet the challenges of outdoor expeditions and activities
- **work mathematically** as they interpret data, use analytical methods to navigate the outdoor environment and measure and evaluate movement performance
- **solve problems** that may hinder the preparation and performance of an athlete and arise in the planning and management of a sporting/outdoor event. They may also devise strategies for managing barriers to regular physical activity
- **work with and learn about a range of technologies** used in physical activity and sport for preparing, analysing and enhancing participation and performance in a range of movement applications.

### **Literacy**

Students will develop subject-specific literacy skills as they acquire, process, analyse, evaluate and present information from a wide variety of sources. Communication between individuals and groups is an essential component of the course and this will be conducted in various forms including written, verbal and electronic. There is a focus on the ability of students to convey and receive messages that will result in improved movement performance.

### **Multicultural**

This syllabus provides opportunities for students to enhance their cultural understanding as they explore the relationship between culture and physical activity and sport. The opportunity to incorporate various movement contexts allows students to develop skills, values and knowledge that may relate to various cultures.

### **Numeracy**

Numeracy skills are integral to the *Physical Activity and Sports Studies CEC Years 7-10 Syllabus*. These skills are developed through the collection, calculation and evaluation of data in such areas as measurement of physical fitness, energy intake and energy expenditure, sports event management, navigational skills and analysis of performance data.



## **7.2 Content for Years 7–10**

### **Area of Study 1 Foundations of Physical Activity**

In this Area of Study students are provided with the opportunity to explore and develop the foundations for participation and performance in physical activity and sport. Students establish a base of knowledge and skills that will encourage and enhance current, future and lifelong physical activity patterns. Students develop a capacity to evaluate factors that contribute to efficient and rewarding participation and to plan strategies that further enhance participation and performance.

#### **Outcomes**

A student:

- 1.1 discusses factors that limit and enhance the capacity to move and perform
- 1.2 analyses the benefits of participation and performance in physical activity and sport
- 4.1 works collaboratively with others to enhance participation, enjoyment and performance
- 4.2 displays management and planning skills to achieve personal and group goals
- 4.3 performs movement skills with increasing proficiency
- 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

#### **Overview of modules**

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

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| <p>For 100-hour courses at least one of these modules must be studied for a minimum of 15 hours.<br/>For 200-hour courses at least one of these modules must be studied for a minimum of 20 hours.</p> |
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## Module: Body systems and energy for physical activity

**Note:** In this module students are not required to undertake a detailed anatomical study of the body systems. The intention of the module is to examine energy production and the roles and contributions of the body systems to efficient movement. Students examine these through investigation and participation in one or more movement applications.

Students learn about:

- **structure and function of the skeletal system**
  - role of the skeletal system
  - types of bones and joints
  - basic contribution to efficient movement
- **structure and function of the muscular system**
  - role of the muscular system
  - structure of voluntary muscles
  - basic contribution to efficient movement
- **structure and function of circulatory system**
  - role of the circulatory system
  - major components of the circulatory system
  - basic contribution to efficient movement
- **structure and function of the respiratory system**
  - role of the respiratory system
  - major components of the respiratory system
  - basic contribution to efficient movement
- **energy and physical activity**
  - role of food as fuel sources
  - anaerobic and aerobic energy production
  - energy input versus energy output
- **interrelationships between the body systems**
  - the reliance of body systems on each other for effective functioning, eg muscular system and circulatory system
- **hydration and physical activity**
  - role and importance of water intake during physical activity
  - managing fluid loss and replacement
  - sources of hydration

Students learn to:

- describe how bones, joints and muscles interact to produce movement, eg flexing the elbow during a bicep curl, extending the knee during cycling
- investigate circulatory and respiratory function by:
  - participating in physical activities of varying intensity and duration
  - monitoring and graphing changes in circulatory and respiratory rates
- examine the influence of energy production on performance through participation in anaerobic and aerobic activities, eg accumulation of lactic acid
- discuss the contribution and importance of each system during physical activity
- describe factors that contribute to rapid fluid loss during physical activity, eg humidity, high temperature, alcohol
- examine the consequences of dehydration and over-hydration
- analyse through case studies the fluid replacement regime of different athletes
- evaluate claims made by manufactures of products promoted as effective for hydration

**Module: Physical activity for health**

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| <p>Students learn about:</p> <ul style="list-style-type: none"> <li>• <b>models of physical activity and fitness</b> <ul style="list-style-type: none"> <li>– notions of physical activity, fitness and exercise</li> <li>– changing knowledge about physical activity and fitness</li> <li>– guidelines for physical activity</li> <li>– low, moderate and vigorous levels of physical activity</li> <li>– factors influencing appropriate intensity of physical activity for health</li> </ul> </li> <br/> <li>• <b>influences on physical activity choices</b> <ul style="list-style-type: none"> <li>– social determinants, eg family, peers</li> <li>– economic/financial</li> <li>– cultural</li> <li>– physical</li> <li>– environmental</li> <li>– options available for physical activity</li> </ul> </li> <br/> <li>• <b>physical activity and improved quality of life</b> <ul style="list-style-type: none"> <li>– benefits related to the health priority areas, eg cardiovascular disease, cancer and diabetes prevention, mental health, asthma</li> <li>– other physical benefits, eg relief from arthritis, strengthened immune system, obesity prevention</li> </ul> </li> </ul> | <p>Students learn to:</p> <ul style="list-style-type: none"> <li>• participate in group physical activities to: <ul style="list-style-type: none"> <li>– demonstrate current recommended guidelines for physical activity</li> <li>– distinguish between activity considered low, moderate and vigorous in nature</li> <li>– investigate similarities and differences between physical activity for health and physical activity for fitness</li> </ul> </li> <br/> <li>• analyse the benefits of regular moderate physical activity on health and wellbeing</li> <br/> <li>• discuss factors that influence the nature and intensity of appropriate physical activity for health, eg age, previous activity, illness</li> <br/> <li>• explain why some groups have an increased likelihood of regular participation in physical activity</li> <br/> <li>• propose ways of building physical activity into a typical day by examining real-life situations and case studies of a range of people</li> <br/> <li>• conduct a research study of the leisure patterns of young people between 3.30 pm and 6.00 pm that aims to: <ul style="list-style-type: none"> <li>– identify physical activity levels</li> <li>– analyse influences on participation and choice of leisure options</li> <li>– formulate strategies to increase participation in active leisure pursuits</li> </ul> </li> <br/> <li>• evaluate the benefits of regular physical activity for a selected health priority area</li> <br/> <li>• critique articles and research to explore the relationship between physical activity and health</li> <br/> <li>• investigate the relationship between physical activity and health by debating topics such as: <ul style="list-style-type: none"> <li>– is an overweight physically active person healthier than an inactive person of healthy weight ?</li> <li>– does moderate or vigorous activity provide the best health benefits ?</li> </ul> </li> </ul> |
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**Module: Physical fitness**

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| <p>Students learn about:</p> <ul style="list-style-type: none"> <li>• <b>physical fitness</b> <ul style="list-style-type: none"> <li>– definitions of physical fitness</li> <li>– the benefits of physical fitness</li> <li>– the contribution of physical fitness to participation and performance</li> </ul> </li> <li>• <b>physical activity versus physical fitness</b> <ul style="list-style-type: none"> <li>– current research and initiatives</li> </ul> </li> <li>• <b>developing physical fitness</b> <ul style="list-style-type: none"> <li>– FITT principle</li> <li>– designing training programs</li> <li>– linking programs to specific components of fitness</li> <li>– safety and injury prevention</li> <li>– recognising myths and fallacies</li> </ul> </li> <li>• <b>measurement and evaluation</b> <ul style="list-style-type: none"> <li>– purpose of physical fitness measurement</li> <li>– measurement protocols</li> <li>– interpreting and processing results</li> <li>– positive and negative outcomes</li> </ul> </li> </ul> | <p>Students learn to:</p> <ul style="list-style-type: none"> <li>• assess physical activities they enjoy that can assist in developing physical fitness</li> <li>• participate in a specific physical activity in order to:             <ul style="list-style-type: none"> <li>– explain and prioritise the components of physical fitness required</li> <li>– justify how physical fitness enhances performance and safety</li> </ul> </li> <li>• analyse the benefits of regular vigorous physical activity on health and wellbeing</li> <li>• examine simple ways to be active in the home by participating in a physical fitness routine using readily available equipment, eg fitball, skipping rope, pilates video</li> <li>• design and demonstrate a training program to develop components of physical fitness relevant to a specific context, eg muscular endurance program for canoeing</li> <li>• explain safety factors to be considered when designing and implementing physical fitness programs for young people</li> <li>• critically analyse strategies and/or products that are promoted as rapid and effective in the development of physical fitness</li> <li>• investigate the positive and negative effects of fitness measurement on participation in physical activity and sport by gathering the views of young people</li> <li>• critically analyse fitness measurement and evaluation protocols by:             <ul style="list-style-type: none"> <li>– evaluating how they are used, eg injury rehabilitation, team selection</li> <li>– distinguishing between effective and ineffective methods</li> </ul> </li> <li>• measure physical fitness levels and design strategies to achieve fitness goals in a specific physical activity context</li> </ul> |
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## Module: Fundamentals of movement skill development

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| <p>Students learn about:</p> <ul style="list-style-type: none"> <li>• <b>the nature of movement skills</b> <ul style="list-style-type: none"> <li>– types of movement skills</li> <li>– fundamental versus specialised movement skills</li> <li>– skill continuums</li> </ul> </li> <br/> <li>• <b>the transfer of movement skills</b> <ul style="list-style-type: none"> <li>– positive transfer of movement skills, eg tennis and volleyball serve</li> <li>– negative transfer of movement skills, eg squash and tennis forehand</li> </ul> </li> <br/> <li>• <b>practice</b> <ul style="list-style-type: none"> <li>– qualities of effective practice</li> <li>– practice methods</li> <li>– duration and frequency of practice</li> <li>– mental practice/rehearsal</li> </ul> </li> <br/> <li>• <b>the value of mastering fundamental movement skills</b> <ul style="list-style-type: none"> <li>– relationship between skill level and participation in physical activity</li> <li>– the acquisition of specialised movement skills</li> <li>– current research and programs</li> </ul> </li> </ul> | <p>Students learn to:</p> <ul style="list-style-type: none"> <li>• participate in a range of individual and group physical activities to: <ul style="list-style-type: none"> <li>– practice and enhance movement skills</li> <li>– analyse the movement skills that are fundamental for successful participation</li> <li>– examine the relationship between specialised and fundamental movement skills, eg tennis serve and overarm throw</li> </ul> </li> <br/> <li>• participate in modified physical activities to demonstrate the positive and negative transfer of skills</li> <br/> <li>• participate in a variety of practice methods to assess their effectiveness for developing movement skills, eg lay-up in basketball, abseiling descent, golf swing</li> <br/> <li>• debate the degree to which a coach should insist on the development of conventional technique, eg when a young tennis player is experiencing success with a two-handed forehand, when a young cricket bowler is generating speed with an unusual action</li> <br/> <li>• justify the role of mental practice in enhancing performance</li> <br/> <li>• analyse the impact of fundamental movement skill levels on: <ul style="list-style-type: none"> <li>– attitudes to participation</li> <li>– likelihood of continued participation</li> <li>– success in physical activity</li> </ul> </li> <br/> <li>• design and implement an activity to develop fundamental movement skills in young children</li> <br/> <li>• support other students by providing constructive feedback in relation to their movement skill performance</li> </ul> |
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## Module: Nutrition and physical activity

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| <p>Students learn about:</p> <ul style="list-style-type: none"><li>• <b>nutrition for health and physical activity</b><ul style="list-style-type: none"><li>– nutritional requirements for healthy living</li><li>– nutritional requirements for physical activity</li></ul></li><li>• <b>nutritional planning</b><ul style="list-style-type: none"><li>– intake before, during and after physical activity</li><li>– energy requirements during activity</li><li>– factors to consider when planning healthy nutritional intake for physical activity</li></ul></li><li>• <b>marketed nutritional products</b><ul style="list-style-type: none"><li>– liquid meals</li><li>– nutritional bars</li><li>– supplements</li><li>– advertising techniques used to promote nutritional products</li><li>– fads and fallacies</li></ul></li><li>• <b>nutrition, physical activity and weight management</b><ul style="list-style-type: none"><li>– energy balance model</li><li>– benefits of diet and physical activity in weight management</li><li>– healthy weight loss and weight gain</li></ul></li></ul> | <p>Students learn to:</p> <ul style="list-style-type: none"><li>• compare general nutritional needs for health and physical activity of specific groups</li><li>• assess the value, accuracy and reliability of a range of internet websites with nutritional information related to physical activity</li><li>• compare the nutrient requirements for people who engage in physical activities of varying intensity and duration</li><li>• investigate examples of nutritional plans to assess reasons for the inclusion of particular food and nutrients</li><li>• design a basic nutritional plan for participation in a physical activity, eg menu for outdoor expedition, carbohydrate loading for a fun run or triathlon</li><li>• analyse techniques used to promote nutritional products in a variety of media texts, eg teenage magazines, children’s TV, billboards/posters</li><li>• critically appraise common myths and misconceptions about nutrition and physical activity</li><li>• discuss the factors influencing nutritional decisions related to gender</li><li>• explore guidelines for healthy weight management</li><li>• discuss the potential dangers of high activity, rapid weight loss programs</li></ul> |
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## Module: Participating with safety

**Note:** Teaching and learning programs should include relevant aspects of this module in all units where there is practical activity, and safety is a consideration.

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| <p>Students learn about:</p> <ul style="list-style-type: none"> <li>• <b>risk environments</b> <ul style="list-style-type: none"> <li>– identifying risk environments</li> </ul> </li> <li>• <b>risk behaviours</b> <ul style="list-style-type: none"> <li>– identifying risk behaviours</li> <li>– factors influencing risk behaviours</li> </ul> </li> <li>• <b>assessing risk</b> <ul style="list-style-type: none"> <li>– features of a risk assessment</li> <li>– skills for risk assessment, eg ability to predict possible scenarios</li> <li>– sources of advice and support, eg weather forecasts</li> </ul> </li> <li>• <b>managing risk</b> <ul style="list-style-type: none"> <li>– behavioural factors, eg skill level, movement action, fitness level, previous experience</li> <li>– environmental factors, eg playing surface, water currents and size of waves</li> <li>– organisational factors, eg modified rules equipment, eg clothing, body protection, global position system</li> </ul> </li> </ul> | <p>Students learn to:</p> <ul style="list-style-type: none"> <li>• describe the characteristics that contribute to a risk environment in physical activity and sport, eg water, isolation, unpredictability, playing surfaces</li> <li>• analyse factors that can influence risk behaviours in physical activity</li> <li>• assess risk factors in a physical activity or sport context, eg swimming in the surf, selecting an abseiling site, soccer at the local park</li> <li>• identify and locate individuals and/or organisations that can assist when planning for safe participation in physical activity and/or recreation</li> <li>• describe behavioural, environmental and organisational factors that influence safe participation</li> <li>• explain the evolution of protective equipment and/or rules and regulations in physical activity and sport and analyse how they have influenced participation and performance</li> <li>• critique guidelines or policies for safe participation in a chosen physical activity, sport or recreation context</li> </ul> |
| <p><b>Note:</b> Students have studied basic first aid including DRSABCD in Stage 4 PDHPE. Some of this content may need to be revisited as it is also relevant to injury management in physical activity and sport contexts.</p>  |   |
| <ul style="list-style-type: none"> <li>• <b>injury management</b> <ul style="list-style-type: none"> <li>– injury assessment (TOTAPS)</li> <li>– immediate treatment</li> <li>– injury rehabilitation</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• apply injury assessment procedures to determine the nature and extent of injuries in simulated scenarios</li> <li>• rehearse appropriate treatment for injuries and conditions which have the potential to occur in a specific physical activity, sport or recreation context</li> </ul>   |

## **Area of Study 2**

## **Physical Activity and Sport in Society**

In this Area of Study students explore physical activity and sport from national, community and individual perspectives. Students develop a broad understanding of the roles and effects of physical activity and sport, and the benefits and opportunities they can provide.

### **Outcomes**

A student:

- 2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- 2.2 analyses physical activity and sport from personal, social and cultural perspectives
- 4.1 works collaboratively with others to enhance participation, enjoyment and performance
- 4.2 displays management and planning skills to achieve personal and group goals
- 4.3 performs movement skills with increasing proficiency
- 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

### **Overview of modules**

- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport
- Issues in physical activity and sport

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| <p>For 100-hour courses at least one of these modules must be studied for a minimum of 15 hours.<br/>For 200-hour courses at least one of these modules must be studied for a minimum of 20 hours.</p> |
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## Module: Australia’s sporting identity

**Note:** Historical perspectives should be addressed as a general overview. The focus of this module is on establishing a link between sport and society through the use of relevant examples. Where appropriate the examples may relate to the physical activity and sport movement applications in which students participate in the course.

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| <p>Students learn about:</p> <ul style="list-style-type: none"> <li>• <b>the role of sport in shaping Australia’s identity</b> <ul style="list-style-type: none"> <li>– the history of sport in Australia</li> <li>– the contribution of sport to local and national identity</li> <li>– perceptions of Australia and sport</li> </ul> </li> <li>• <b>the impact of major events and competitions</b> <ul style="list-style-type: none"> <li>– local, state, national and international events</li> <li>– the local impact of international participation</li> </ul> </li> <li>• <b>factors influencing Australia’s sporting identity</b> <ul style="list-style-type: none"> <li>– media</li> <li>– politics</li> <li>– players, spectators and officials</li> <li>– sponsorship</li> <li>– cultures</li> </ul> </li> <li>• <b>future perspectives on sport in Australia</b> <ul style="list-style-type: none"> <li>– participation rates</li> <li>– future barriers, eg legal liability</li> <li>– new directions in sporting pursuits, eg adventure sports</li> </ul> </li> </ul> | <p>Students learn to:</p> <ul style="list-style-type: none"> <li>• examine the role sport has played in shaping Australian identity</li> <li>• construct a timeline to demonstrate changes in the nature of sport in Australia and analyse reasons for these changes</li> <li>• explore the emergence of specific groups as sporting identities in Australia, eg women, people with a disability, Aboriginal and Torres Strait Islander people</li> <li>• identify local, state, national and international sporting associations and events that allow opportunities for participation and representation at a range of levels</li> <li>• discuss the social and economic implications of Australia’s performance in international sporting events</li> <li>• critically analyse the role of the media in shaping behaviours and attitudes to sport, eg establishing heroes, influence on gender participation, ‘tall poppy’ syndrome</li> <li>• investigate how high profile athletes’ and/or teams’ success has impacted on the community, eg charity foundations, coaching clinics, community and youth projects</li> <li>• explore the diverse range of sporting cultures that contribute to Australia’s sporting identity</li> <li>• predict future developments in sport and discuss the impact these may have on issues such as:             <ul style="list-style-type: none"> <li>– participation rates</li> <li>– performance levels</li> <li>– professionalism</li> <li>– spectator enjoyment</li> <li>– safety</li> <li>– spectator and player behaviour</li> </ul> </li> </ul> |
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**Module: Lifestyle, leisure and recreation**

**Note:** It is important for teachers to actively engage students in challenging the perceptions they hold about the value of leisure and recreation activities as viable and rewarding forms of physical activity.

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| <p>Students learn about:</p> <ul style="list-style-type: none"> <li>• <b>perceptions of lifestyle, leisure and recreation</b> <ul style="list-style-type: none"> <li>– defining leisure and recreation</li> <li>– range of leisure and recreation pursuits</li> <li>– personal needs and interests</li> </ul> </li> <br/> <li>• <b>patterns of participation</b> <ul style="list-style-type: none"> <li>– leisure and recreation needs for specific groups, eg the elderly, people with a disability, young people seeking a challenge</li> <li>– influences on participation, eg media, politics, geographical location, culture, age, gender, socio-economic status, family and social support</li> <li>– barriers to leisure and recreation</li> </ul> </li> <br/> <li>• <b>outcomes of participation in leisure and recreation</b> <ul style="list-style-type: none"> <li>– social, mental, physical, cognitive and spiritual benefits</li> </ul> </li> <br/> <li>• <b>lifelong leisure and recreation – looking to the future</b> <ul style="list-style-type: none"> <li>– current leisure and recreation trends</li> <li>– the impact of increasing technology</li> <li>– future directions in leisure and recreation</li> </ul> </li> </ul> | <p>Students learn to:</p> <ul style="list-style-type: none"> <li>• analyse perceptions of leisure and recreation in their school and local community</li> <br/> <li>• challenge common perceptions about leisure and recreation by participating in a range of physical activities, eg yoga is not a physically demanding or challenging activity</li> <br/> <li>• investigate participation in leisure and recreation as they:             <ul style="list-style-type: none"> <li>– identify the leisure and recreational needs of different groups</li> <li>– examine factors that influence participation in these leisure or recreational activities</li> <li>– develop strategies for coping with barriers to leisure and recreation, eg school examination period, part-time work</li> </ul> </li> <br/> <li>• enhance access to leisure and recreational pursuits by creating a database of local facilities and contacts</li> <br/> <li>• analyse the benefits of a leisure or recreational activity through participation</li> <br/> <li>• investigate the reasons for changes in leisure and recreational pursuits over time, eg mountain bike riding, jet skiing, camping and environmental sustainability</li> <br/> <li>• propose and implement strategies to increase participation in leisure and recreation in the school or local community</li> <br/> <li>• predict future directions in leisure and recreation pursuits</li> </ul> |
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## Module: Physical activity and sport for specific groups

**Note:** This module promotes a case study approach to investigating physical activity and sport for a specific group. It provides a framework for study. Schools can apply the framework to a group of their choice such as Aboriginal and Torres Strait Islander people, people with a disability, young people or the elderly. Teachers need to be aware of the sensitivities associated with specific groups and that some content described should not be studied.

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| <p>Students learn about:</p> <ul style="list-style-type: none"> <li>• <b>historical perspectives</b> <ul style="list-style-type: none"> <li>– physical activity and sports associated with chosen group</li> <li>– evolution of physical activities over time</li> </ul> </li> <li>• <b>nature of physical activities</b> <ul style="list-style-type: none"> <li>– the role of culture in the choice of physical activity</li> <li>– positive and negative outcomes of participation</li> </ul> </li> <li>• <b>factors influencing physical activity choices</b> <ul style="list-style-type: none"> <li>– factors influencing participation, eg access, education, financial cost, self-esteem, culture, geographical location, body shape, skill level</li> <li>– support networks</li> <li>– ways to support participation</li> <li>– current strategies</li> </ul> </li> <li>• <b>future perspectives</b> <ul style="list-style-type: none"> <li>– enhancing support networks</li> </ul> </li> </ul> | <p>Students learn to:</p> <ul style="list-style-type: none"> <li>• explore similarities and differences in physical activities and/or sports by participating in those associated with a selected population group</li> <li>• discuss reasons for any modifications made to the physical activities to support this group</li> <li>• analyse the outcomes and opportunities provided by physical activity and sport for selected groups, eg sense of community, connectedness</li> <li>• communicate to others the nature and value of participation in physical activity and sport by this group, eg through a multimedia presentation</li> <li>• analyse factors that influence the physical activity choices for a specific population group</li> <li>• identify the physical activities available for this group within the local area or wider community</li> <li>• evaluate the services and support provided by a local sporting body/organisation</li> <li>• examine the specific challenges faced by the population group with regard to physical activity</li> <li>• propose strategies to provide more support to the physical activity and sporting pursuits of this group</li> </ul> |
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**Module: Opportunities and pathways in physical activity and sport**

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| <p>Students learn about:</p> <ul style="list-style-type: none"> <li>• <b>voluntary and community opportunities in physical activity</b> <ul style="list-style-type: none"> <li>– range of opportunities available</li> <li>– benefits of voluntary and community involvement, eg improved self-esteem, intrinsic satisfaction, building of community spirit</li> </ul> </li> <li>• <b>opportunities in the physical activity and recreation industry</b> <ul style="list-style-type: none"> <li>– range of opportunities available, eg fitness leader, outdoor educator, dance instructor</li> <li>– qualifications/training requirements</li> </ul> </li> <li>• <b>opportunities in the sport industry</b> <ul style="list-style-type: none"> <li>– range of opportunities available, eg administrator, official, coach, player</li> <li>– personal attributes and skills</li> <li>– qualifications/training requirements</li> </ul> </li> <li>• <b>leadership in physical activity and sport</b> <ul style="list-style-type: none"> <li>– leadership styles</li> <li>– leadership skills</li> </ul> </li> <li>• <b>career planning in physical activity and sport</b> <ul style="list-style-type: none"> <li>– professional and community responsibilities</li> <li>– time management and lifestyle balance</li> <li>– dealing with the media</li> <li>– support personnel, eg player managers</li> <li>– financial issues, eg sponsorship, investment</li> </ul> </li> </ul> | <p>Students learn to:</p> <ul style="list-style-type: none"> <li>• describe the personal and community benefits of voluntary participation in physical activity</li> <li>• analyse and report the outcomes of voluntary work by conducting interviews with volunteers, eg surf lifesavers, sports coaches, event organisers</li> <li>• explore opportunities in the physical activity and recreation area that provide prospects for part-time, casual and full-time employment</li> <li>• investigate post-school study and career pathways by creating a database of options in the sport, physical activity and recreation industry</li> <li>• demonstrate the personal attributes and skills required to perform successfully in a range of physical activity and sport roles</li> <li>• discuss how skills developed may be transferable to occupations outside the fields of physical activity and recreation</li> <li>• discuss the leadership styles that are effective in different contexts</li> <li>• identify the positive characteristics of leaders they have experienced, read about or know of</li> <li>• reflect on their leadership potential and whether they currently have the skills and motivation to pursue leadership roles</li> <li>• research and evaluate the lifestyle and professional and community responsibilities of a selected career pathway</li> <li>• develop a realistic understanding of the likelihood and longevity of a selected career pathway</li> <li>• justify the importance of planning for alternative career opportunities, eg post-school study and training</li> </ul> |
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## Module: Issues in physical activity and sport

**Note:** This module promotes a case study approach to investigating issues in physical activity and sport. It provides a framework for study. Schools can apply the framework to one or more selected issues in physical activity and sport drawn from broad categories such as drugs, violence, obesity, media, politics, gender, equity, amateurism, reduction in participation rates, sponsorship and the law. Depending on the issue selected some content described may not be relevant and should not be studied.

Students learn about:

- **historical perspectives**
  - history of the issue
  - events that have raised the profile of this issue
- **factors influencing the issue**
  - societal influences on the issue
  - key groups and their roles and responsibilities
- **impact of the issue**
  - positive and negative effects
  - actions taken to address the negative impact of this issue
  - current state of the issue
- **ethical implications**
  - ethical considerations
  - legal implications
  - equity issues
- **future perspectives**
  - future directions
  - strategies aimed to improve negative impact

Students learn to:

- identify and discuss the impact of significant historical events related to this issue, eg the Olympics and positive drug tests
- account for the changes in society that have influenced this issue
- describe the roles played by key figures and groups associated with this issue, eg sport administrators and players' code of behaviour
- distinguish between the positive and negative effects associated with this issue on participants, spectators and society
- investigate the impact of the issue on the profile of physical activity by creating a media file
- investigate strategies that have been designed to manage the impact of this issue
- examine the ethical and possible legal implications associated with this issue
- investigate case histories and reflect on the implications for the participant, spectators and the community
- examine existing strategies and propose additional strategies to promote positive outcomes in relation to the issue

### **Area of Study 3      Enhancing Participation and Performance**

In this Area of Study students are provided with opportunities to enhance their participation and performance in physical activity and sport. Students explore strategies to promote active lifestyles and also develop skills in specific movement contexts.

#### **Outcomes**

A student:

- 3.1 demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
- 3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
- 4.1 works collaboratively with others to enhance participation, enjoyment and performance
- 4.2 displays management and planning skills to achieve personal and group goals
- 4.3 performs movement skills with increasing proficiency
- 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

#### **Overview of modules**

- Promoting active lifestyles
- Coaching
- Enhancing performance – strategies and techniques
- Technology, participation and performance
- Event management

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| <p>For 100-hour courses at least one of these modules must be studied for a minimum of 15 hours.<br/>For 200-hour courses at least one of these modules must be studied for a minimum of 20 hours.</p> |
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**Module: Promoting active lifestyles**

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| <p>Students learn about:</p> <ul style="list-style-type: none"> <li>• <b>settings and opportunities for physical activity</b> <ul style="list-style-type: none"> <li>– structured settings for physical activity, including sporting clubs, schools, organisations and programs, eg Duke of Edinburgh Award program</li> <li>– recreational settings for physical activity, eg national parks and beaches</li> <li>– incidental physical activity, eg active commuting, stairs versus elevator, working around the home</li> </ul> </li> <br/> <li>• <b>individual and group roles and responsibilities for promoting physical activity</b> <ul style="list-style-type: none"> <li>– policy makers, legislators, urban planners</li> <li>– individual and family</li> <li>– schools</li> <li>– health professionals</li> <li>– service organisations</li> <li>– media</li> <li>– fitness industry</li> </ul> </li> <br/> <li>• <b>products, information and organisations</b> <ul style="list-style-type: none"> <li>– fitness industry, eg commercial gyms, accreditation of trainers</li> <li>– promotion/marketing strategies, eg infomercials, Active Australia</li> <li>– current trends, eg physical activity guidelines versus FITT</li> </ul> </li> </ul> | <p>Students learn to:</p> <ul style="list-style-type: none"> <li>• identify factors that contribute to positive personal experiences in physical activity by gathering views of peers</li> <br/> <li>• examine the school setting and evaluate the degree to which it promotes participation in physical activity, eg uniform policy, emphasis on competitive sport, access to recreational areas</li> <br/> <li>• evaluate initiatives designed to make physical activity more convenient, safer and enjoyable, eg cycle paths and designated cycle ways on roads, aquatic theme parks</li> <br/> <li>• develop and implement an advocacy strategy to increase levels of physical activity in the school or wider community, eg organise and conduct activities to promote a more active lunchtime</li> <br/> <li>• examine the problems associated with inadequate physical activity and discuss levels of responsibility</li> <br/> <li>• discuss the importance of a collaborative or intersectoral approach to promoting physical activity</li> <br/> <li>• compare and discuss government and private sector funding invested in promoting physical activity with that invested in elite sport</li> <br/> <li>• research and evaluate:             <ul style="list-style-type: none"> <li>– current initiatives that aim to promote physical activity</li> <li>– products that aim to promote physical activity</li> <li>– organisations that aim to promote physical activity</li> </ul> </li> </ul> |
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## Module: Coaching

**Note:** In this module the term coaching is used generically. In some physical activities and sports other roles such as leader or mentor may be more applicable.

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| <p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>• <b>the qualities of effective coaching</b> <ul style="list-style-type: none"> <li>– coaching styles</li> <li>– coaching skills</li> </ul> </li> <br/> <li>• <b>coaching roles and responsibilities</b> <ul style="list-style-type: none"> <li>– individual and group needs</li> <li>– delegating roles and responsibilities</li> <li>– motivating and supporting others</li> <li>– instructing and training</li> <li>– safety</li> </ul> </li> <br/> <li>• <b>ethical coaching</b> <ul style="list-style-type: none"> <li>– recognising individual reasons for participation</li> <li>– being a positive role model</li> <li>– fairness, honesty, respect</li> <li>– equal opportunity</li> <li>– legal implications</li> </ul> </li> <br/> <li>• <b>coaching opportunities and qualifications</b> <ul style="list-style-type: none"> <li>– volunteer/community opportunities</li> <li>– formal qualifications, eg coaching certificate</li> </ul> </li> <br/> <li>• <b>structuring the session</b> <ul style="list-style-type: none"> <li>– safety considerations</li> <li>– warm up/cool down</li> <li>– introduction/demonstration</li> <li>– skill development and practice                             <ul style="list-style-type: none"> <li>– evaluation</li> </ul> </li> </ul> </li> <br/> <li>• <b>long-term planning in coaching</b> <ul style="list-style-type: none"> <li>– pre-season, in season, post-season</li> <li>– macro and micro cycles</li> <li>– recovery</li> </ul> </li> </ul> | <p>Students learn to:</p> <ul style="list-style-type: none"> <li>• describe coaching styles effective in specific contexts, eg beginners versus elite performer, outgoing versus shy personality, child versus adult</li> <br/> <li>• discuss the positive characteristics of coaches they have experienced and assess how they have impacted on participation and performance</li> <br/> <li>• demonstrate basic coaching skills by instructing a small group in a specific movement skill</li> <br/> <li>• evaluate and provide constructive feedback on the coaching skills of peers or others</li> <br/> <li>• interview a coach to determine strategies they have found effective in instructing, supporting and motivating others</li> <br/> <li>• critique a code of conduct for coaches in a selected sport</li> <br/> <li>• explain how a code of conduct for coaches supports and guides the coach/leader, participants and all others involved</li> <br/> <li>• investigate or complete a formal coaching accreditation, eg level ‘O’ certificate in coaching</li> <br/> <li>• analyse and evaluate a session conducted by an accredited coach</li> <br/> <li>• design and conduct a session for a selected physical activity or sport</li> <br/> <li>• research and evaluate a training plan from a selected sport</li> </ul> |
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**Module: Enhancing performance – strategies and techniques**

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| <p>Students learn about:</p> <ul style="list-style-type: none"> <li>• <b>rules and etiquette</b> <ul style="list-style-type: none"> <li>– rules, eg official, local, modified</li> <li>– codes of behaviour</li> <li>– accepted etiquette</li> </ul> </li> <br/> <li>• <b>movement skills and performance</b> <ul style="list-style-type: none"> <li>– specialised movement skills</li> <li>– activities that develop movement skills</li> <li>– evaluating the transfer of movement skills</li> </ul> </li> <br/> <li>• <b>technique and form</b> <ul style="list-style-type: none"> <li>– correct techniques for effective skill execution, eg body position</li> <li>– varying technique for special effect, eg fade/slice or draw/hook in golf</li> <li>– dynamic nature of technique, eg double-handed backhand in tennis</li> </ul> </li> <br/> <li>• <b>strategies and tactics</b> <ul style="list-style-type: none"> <li>– existing strategies and tactics</li> <li>– designing strategies and tactics to enhance performance</li> <li>– improvisation</li> </ul> </li> <br/> <li>• <b>analysis and evaluation of performance</b> <ul style="list-style-type: none"> <li>– feedback</li> <li>– statistics</li> <li>– use of technology, eg performance analysis software packages</li> <li>– techniques to analyse and evaluate performance, eg criteria, objective/subjective</li> </ul> </li> </ul> | <p>Students learn to:</p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of rules and etiquette through participation in physical activity and sport</li> <br/> <li>• develop games which incorporate rules from different sports and instruct the group in the playing of the game</li> <br/> <li>• practice and develop the movement skills that enhance performance in physical activity and sport</li> <br/> <li>• identify errors in technique and modify action to improve skill performance</li> <br/> <li>• experiment with changes in technique and skill execution to achieve set performance goals, eg spin and swing bowling, still water and surf swimming</li> <br/> <li>• design, perform and evaluate strategies and tactics to improve performance</li> <br/> <li>• analyse and evaluate a performance using a variety of methods</li> <br/> <li>• provide and apply feedback to improve their own and others' movement performances</li> <br/> <li>• use ICT in the analysis and evaluation of a performance</li> </ul> |
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## Module: Technology, Participation and Performance

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| <p>Students learn about:</p> <ul style="list-style-type: none"><li>• <b>the contribution of technology to participation and performance</b><ul style="list-style-type: none"><li>– preparation, eg heart rate monitoring, technique analysis</li><li>– performance, eg clothing, equipment, playing surfaces</li><li>– judging, officiating, eg video replays, touch pads, wireless communication</li></ul></li><li>• <b>the impact of technology</b><ul style="list-style-type: none"><li>– participation in physical activity</li><li>– improved standards</li><li>– enjoyment</li><li>– spectator appeal</li><li>– injury rehabilitation</li><li>– safety, eg weather forecasting, thermal clothing, protective equipment</li></ul></li><li>• <b>the ethical implications of technology</b><ul style="list-style-type: none"><li>– comparability of performances</li><li>– access and equity</li><li>– illegal use of technology, eg drug masking</li><li>– media, marketing and profit, eg computer games</li></ul></li><li>• <b>the evaluation and management of technology</b><ul style="list-style-type: none"><li>– groups responsible for monitoring technological advances</li><li>– rule modifications to reduce impact of technology</li><li>– future perspectives</li></ul></li></ul> | <p>Students learn to:</p> <ul style="list-style-type: none"><li>• identify the widespread applications of technology in physical activity and sport</li><li>• examine through research and practical participation how technology is used in a selected physical activity or sport</li><li>• compare the positive and negative impact of technology on physical activity and sport</li><li>• analyse how the media have used technology to enhance spectator appeal, eg camera position, internet live scoring, interactive viewing, video referees/umpires</li><li>• debate the degree to which technology has created equity for participants in physical activity and sport. Examples could include:<ul style="list-style-type: none"><li>– impact of drug testing</li><li>– assisting referees and umpires</li></ul></li><li>– access to training techniques, equipment and clothing</li><li>• make judgements on the suitability of new physical activity and sport technologies by critically analysing product reviews</li><li>• propose and evaluate strategies that could limit or enhance future technological advances</li></ul> |
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## Module: Event management

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| <p>Students learn about:</p> <ul style="list-style-type: none"> <li>• <b>structures and formats</b> <ul style="list-style-type: none"> <li>– knockout, round robins and pools</li> <li>– carnival of events, eg athletics</li> <li>– handicapping and seeding</li> <li>– expeditions</li> <li>– tabloid reports</li> </ul> </li> <li>• <b>enterprise and organisational skills</b> <ul style="list-style-type: none"> <li>– communication and leadership</li> <li>– teamwork</li> <li>– flexibility and innovation</li> <li>– time management</li> <li>– managing others, delegating responsibilities and multi-skilling</li> <li>– financial planning, budgeting</li> <li>– promotion</li> </ul> </li> <li>• <b>roles in event management</b> <ul style="list-style-type: none"> <li>– roles available, eg coach, referee, choreographer, group leader</li> <li>– responsibilities and requirements</li> </ul> </li> <li>• <b>planning, conducting and evaluating</b> <ul style="list-style-type: none"> <li>– requirements before the event, eg venue booking/park permits, role allocation, sponsorship, promotion</li> <li>– requirements during the event, eg safety, crowd control, monitoring progress, adaptability</li> <li>– requirements after the event, eg evaluation, presentations, notification of results, clean up</li> </ul> </li> </ul> | <p>Students learn to:</p> <ul style="list-style-type: none"> <li>• justify the most suitable type of structure/format for a variety of events</li> <li>• design a schedule/draw for an event. Propose modifications that could be made to promote participation and enjoyment for all involved</li> <li>• describe the personal skills and qualities required for effective event management</li> <li>• select a major event and analyse:             <ul style="list-style-type: none"> <li>– structure/format used</li> <li>– leadership and management roles</li> <li>– role of volunteers</li> <li>– promotional strategies</li> <li>– finances, budgeting and sponsorship</li> <li>– introduction of innovative ideas</li> </ul> </li> <li>• discuss the factors that contribute to maximising participation and promoting enjoyment</li> <li>• manage a selected physical activity or sport event. This involves:             <ul style="list-style-type: none"> <li>– allocating and adopting specific event management roles</li> <li>– designing and implementing a schedule/draw</li> <li>– conducting the event</li> <li>– evaluating the event</li> <li>– using ICT where appropriate</li> </ul> </li> </ul> |
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## 8 Life Skills Outcomes and Content

The Board of Studies recognises that a small percentage of students with special education needs may best fulfil the mandatory curriculum requirements for Physical Activity and Sports Studies by undertaking Life Skills outcomes and content. (Requirements for access to Life Skills outcomes and content are detailed in section 1.2.)

Life Skills outcomes will be selected on the basis that they meet the particular needs, goals and priorities of each student. Students are not required to complete all outcomes. Outcomes may be demonstrated independently or with support.

In order to provide a relevant and meaningful program of study that reflects the individual needs, interests and abilities of each student, schools may integrate Physical Activity and Sports Studies Life Skills outcomes and content across a variety of school and community contexts.

### 8.1 Outcomes

| <b>Objectives</b>   | <b>Outcomes</b>  |
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| Students will:  | A student:   |
| 1 develop a foundation for efficient and enjoyable participation and performance in physical activity and sport                             | LS 1.1 recognises factors that affect health and fitness   |
|   | LS 1.2 recognises the benefits of participating in a range of physical activities and/or sports          |
| 2 develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing | LS 2.1 recognises the ways in which physical activity and sport are part of our way of life in Australia |
|   | LS 2.2 recognises ways to participate in physical activity and/or sport as a volunteer or support person |
| 3 enhance the participation and performance of themselves and others in physical activity and sport   | LS 3.1 demonstrates skills and strategies for participation in physical activity and/or sport            |
|   | LS 3.2 recognises factors that enhance participation in physical activity and/or sport                   |
| 4 develop the skills to participate in physical activity and sport with confidence and enjoyment  | LS 4.1 supports and cooperates with others in a range of activities                                      |
|   | LS 4.2 recognises steps to achieve personal and group goals  |
|   | LS 4.3 moves confidently in a range of contexts  |
|   | LS 4.4 makes considered decisions in physical activity and sport contexts                                |

## 8.2 Content

The content forms the basis for learning opportunities. Content will be selected on the basis that it meets the individual needs, goals and priorities of each student. Students are not required to complete all of the content to demonstrate achievement of an outcome.

The examples provided are suggestions only.

### Area of Study 1 Foundations of Physical Activity

#### Objective 1

Students will develop a foundation for efficient and enjoyable participation and performance in physical activity and sport.

#### Outcomes

LS 1.1 A student recognises factors that affect health and fitness.

LS 1.2 A student recognises the benefits of participating in a range of physical activities and/or sports.

#### Students learn about:

- the ways physical activity affects health and fitness
- the importance of nutrition for energy and physical activity
- developing movement skills

#### Students learn to:

- recognise the importance of physical activity in maintaining and improving health and fitness
- participate in a range of individual and group physical activities that promote physical fitness
- demonstrate behaviours that support appropriate and enjoyable participation in physical activity
- recognise the need for appropriate nutrition to provide energy for physical activity and/or sport
- recognise the need for appropriate fluid intake before, during and after participation in physical activity
- engage in a range of physical activities that develop fundamental movement skills
- identify movement skills that can be applied effectively in different physical activity and sport contexts, eg throwing and catching balls of different sizes

|   |  |
|---|--|
| <p><b>Students learn about:</b></p> <ul style="list-style-type: none"><li>• safe participation in physical activity and sport</li></ul> | <p><b>Students learn to:</b></p> <ul style="list-style-type: none"><li>• identify ways to participate safely in physical activity and sport, eg inspecting the playing area before participation, using safety equipment, observing rules</li><li>• recognise injuries that require specialised treatment and/or an ambulance</li><li>• demonstrate strategies to call for additional help for an injured person, eg dialling 000 and requesting an ambulance, identifying the nearest cross-street</li><li>• participate in physical activity and sport with safety and consideration for themselves and others</li></ul> |
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**Area of Study 2**

**Physical Activity and Sport in Society**

**Objective 2**

Students will develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing.

**Outcomes**

- LS 2.1 A student recognises the ways in which physical activity and sport are part of our way of life in Australia.
- LS 2.2 A student recognises ways to participate in physical activity and/or sport as a volunteer or support person.

**Students learn about:**

- the ways in which physical activity and sport are part of our way of life in Australia
- leisure and recreation
- ways to participate in physical activity and/or sport as a volunteer or support person

**Students learn to:**

- identify significant sporting events in Australia, eg Melbourne Cup, City to Surf, Test cricket, football competitions, motor racing, iron man/woman events
- recognise the ways in which physical activity and sport contribute to Australian life and culture
- identify popular leisure and recreational activities in Australia
- recognise the benefits of leisure and recreation
- identify and locate preferred leisure and recreational opportunities in their local area
- identify opportunities to participate in physical activity and/or sport as a volunteer or support person
- recognise the personal characteristics that contribute to being an effective volunteer or support person in physical activity and sport

**Area of Study 3**

**Enhancing Participation and Performance**

**Objective**

Students will enhance the participation and performance of themselves and others in physical activity and sport.

**Outcomes**

LS 3.1 A student demonstrates skills and strategies for participation in physical activity and/or sport.

LS 3.2 A student recognises factors that enhance participation in physical activity and/or sport.

**Students learn about:**

- skills and strategies for participation in physical activity and/or sport
  
- leading others and/or being an effective part of a team
  
- moving efficiently
  
- enhancing participation in physical activity and/or sport
  
- preparing for physical activity

**Students learn to:**

- locate local community facilities and resources available for physical activity
  
- demonstrate strategies to initiate or continue participation in physical activity, eg enlisting support of family/friends, establishing a routine
  
- participate in a range of physical activities and/or sports
  
- identify qualities and characteristics of effective leaders, eg knowledge, communication skills, fairness
  
- demonstrate an understanding of ways they can encourage others as part of a team in physical activity and/or sport
  
- move with increased confidence
  
- identify the skills and strategies required for participation in physical activity and/or sport
  
- demonstrate an understanding of the personal and group planning and organisational needs required for participation in physical activity and/or sport
  
- recognise and follow the steps to prepare for personal participation in physical activity
  
- participate in planning and preparing for a group physical activity



## **9 Continuum of Learning in Physical Activity and Sports Studies K–10**

### **9.1 Stage Statements**

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a consequence of achieving the outcomes for the relevant stage of learning.

#### **Early Stage 1 (PDHPE)**

Early Stage 1 students describe physical changes that have occurred since birth. They name and recognise a range of feelings and show increasing self-control to deal with anger or excitement. Students have established social skills such as listening, sharing and showing concern.

They describe positive hygiene and nutrition practices and when it is safe to take medication. They can identify people who can help them. Students talk about feeling safe and unsafe and describe actions they can take if they feel unsafe.

As students begin to make choices and decisions for themselves, they begin to experience a developing sense of control over their lives.

Students are taught and practise the fundamental movement skills of balance, sprint run, vertical jump and the catch (with a small object). These skills will be further developed during Stage 1. Students talk with each other about their achievements.

#### **Stage 1 (PDHPE)**

Stage 1 students describe similarities and differences between themselves and others and can record changes that occur to people over time. They talk about different kinds of relationships and things that are special to them. Students learn cooperation and skills for developing positive relationships.

Students describe what people do to stay healthy. They make personal health choices and give reasons for their choices. They identify appropriate use, administration and storage of different types of medications. They identify the factors that are safe and unsafe in a particular environment, strategies they can use in unsafe situations and networks of support people.

Students further develop the Early Stage 1 fundamental movement skills and progress to a range of additional skills. In Year 1 the hop, side-gallop, skip and overarm throw are introduced, followed by the leap, kick, two-handed strike and dodge in Year 2.

Students participate in creative play and games and adapt new skills to integrate into their free play. They perform basic movement patterns by themselves and in groups. They perform movement sequences by following and repeating simple movements, rhythms and patterns.

Students identify experiences that they enjoy and describe how they feel before and after the exercise.

**Stage 2 (PDHPE)**

Stage 2 students explain differences in growth and development between individuals at different stages. They identify their own strengths and are establishing a positive self-concept.

Students explain how positive relationships are developed and participate in group situations, showing consideration for the needs, rights and feelings of others. They learn to recognise situations of potential abuse or when abuse is occurring so that they can take appropriate actions. They identify major steps involved in making healthy lifestyle decisions and are aware of their responsibility in contributing to a healthy environment.

Students understand the reasons why people use drugs for medical and non-medical purposes. They can discuss how drug use such as tobacco and alcohol can cause harm. They explain the need for rules and laws made for the protection of themselves and others.

Students demonstrate proficiency at the static balance, sprint run, vertical jump, catch, hop, side-gallop, skip and overarm throw. They practise each skill in a variety of contexts.

In structured experiences and games, including modified sports, students throw, strike and propel for speed, distance and accuracy, and catch and field a variety of objects. They perform basic movement sequences with consistency and control in games, a range of dance styles and while moving over apparatus and using equipment.

Students discuss their activity patterns and how activity contributes to health and fitness. Through participation in a wide range of movement experiences they recognise the effects of physical activity on the body.

**Stage 3 (PDHPE)**

Stage 3 students describe the bodily changes associated with puberty and how the rate of change varies among individuals. They value the uniqueness of their own personal development and take increased responsibility for their own wellbeing.

They identify their roles and responsibilities within groups and are increasingly able to resolve conflict and communicate effectively with others.

Students develop more advanced skills for establishing and maintaining positive and caring relationships. They increasingly value the qualities of empathy and respect in relationships. Students distinguish between positive use of power and abuse of power in relationships. They can plan for safety and respond appropriately in risk situations.

Students identify products and substances that have a positive and negative effect on the body, such as food, drinks, prescription and non-prescription drugs, alcohol and tobacco. They take responsibility for the decisions they make and recognise the effects their decisions have on themselves and others and how they contribute to a healthy environment.

They accept that they have a responsibility to contribute to community safety and understand some basic first aid procedures.

Students demonstrate proficiency at the leap, kick, two-handed strike and the dodge. They practise each skill in a range of challenging contexts.

Through participation in a range of activities, structured games and sports, students demonstrate the application of movement skills with increasing confidence and precision. They create and perform movement sequences with control and coordination, demonstrating cooperative effort in a range of games, dance and gymnastics experiences.

#### **Stage 4 (PDHPE)**

Stage 4 students develop an understanding of the influences on their sense of self as they make the transition to adolescence. They identify challenges and opportunities they may experience at this stage of their lives. They enhance their capacity to manage these challenges as they identify and select strategies that promote connectedness, develop interpersonal communication skills and establish support networks of both adults and peers.

Students enhance their capacity to manage personal safety and wellbeing. They understand the characteristics and qualities of caring and respectful relationships. They develop understanding and skills related to the child protection themes recognising abuse, power in relationships and protective strategies. They identify unsafe or abusive situations and respond by applying safety strategies.

Students analyse the health issues most affecting young people. They select strategies to effectively communicate their knowledge, values and needs in meaningful contexts, including mental health, healthy food habits, drug use, sexual health, road safety and physical activity.

Students predict the consequences of risk behaviours associated with relevant adolescent health and safety issues. They describe and practise harm minimisation strategies including conflict resolution, negotiation and refusal skills. Students develop skills in critical literacy as they acquire, process, question, challenge and evaluate a range of health information, services and products and describe how they can be applied to meet the health needs of young people.

Students demonstrate an awareness and understanding of how and why people move. They display and refine movement skills in increasingly complex environments. They apply and transfer their movement skills in and across a range of movement contexts including athletics, aquatics, dance, games and gymnastics. Students plan and perform movement sequences using the elements of composition. They display an understanding of rules and conventions, strategies and tactics, and safety principles.

Students describe the importance of lifestyle balance and the value of leisure and physical activity. They identify and participate in a range of competitive, non-competitive, individual, group, fitness, initiative and contemporary physical activity options.

Students appreciate that regular physical activity and health-related and skill-related fitness contribute to a healthy lifestyle and to enjoyable and successful movement performance. They explain the factors that influence participation and identify lifelong physical activities that have the potential to meet their present and future needs.

### **Stage 5 (PDHPE)**

Stage 5 students explain the relationship between a sense of self and health and wellbeing. They identify strategies that can support their own and others' sense of self. They identify challenges and opportunities they may experience at this stage of their lives and continue to develop and practise strategies that strengthen their resilience.

They accept responsibility for their role in maintaining relationships and demonstrate the ability to form relationships that are inclusive, caring and satisfying. Students affirm and celebrate diversity and challenge forms of discrimination, harassment and vilification.

Students analyse personal and community values relating to health and develop a commitment to acting on these values to improve the health of individuals and the community. They predict the consequences of personal decision-making and evaluate their ability as an adolescent to impact on individual and community health.

Students assess the individual, sociocultural, political, economic and environmental factors that influence health. They critically analyse how a range of health information, services and products can be applied to meet specific health needs. They understand the uncertainty of health information and how knowledge has changed, and will continue to change.

Students plan for individual and community safety by identifying and assessing risks relating to mental health, healthy food habits, drug use, sexual health and road safety. They discriminate between and adopt protective strategies to cope with challenging situations. Through planning strategies for equity, students reflect an understanding of the sociocultural circumstances that impact on personal and community health.

Students use movement to satisfy personal needs and interests. They participate with success in a range of movement contexts and environments, adapting and transferring their movement repertoire to suit the situation. They design and perform movement sequences that combine a thorough understanding of the features and elements of composition. In response to unpredictable movement situations they demonstrate the ability to improvise and apply creative solutions alone and with others.

Students describe the impact of mechanical factors on skill development and performance. They show an appreciation of movement and display the ability to critically appraise performance in a variety of domains. They participate in movement experiences with satisfaction and enjoyment as they compose, perform and appraise movement in various contexts.

Students analyse the factors that influence attitudes towards participation in physical activity. They use strategies to overcome barriers to regular lifelong participation. They justify the broad range of benefits associated with participation in regular physical activity and devise plans to meet their current and future needs.

They demonstrate the ability to positively influence the physical activity experiences of others including their peers and family members. They adopt a variety of roles such as leader, mentor, official, coach and team member, to support and encourage the enjoyable involvement of others.

**Physical Activity and Sports Studies Stage 5 (CEC)**

Students in Physical Activity and Sports Studies build on the experiences and understanding developed through the mandatory PDHPE course. Students develop a foundation for participation and performance in a range of physical activity and sport movement applications. They develop an understanding of the factors that limit and enhance the capacity to move and perform efficiently in a variety of contexts and also the broad range of benefits provided by participation and performance in physical activity and sport.

Students show a broad understanding of the historical, social and cultural factors that have shaped contemporary views of physical activity and sport in Australia. They describe the contribution of physical activity and sport to individual, community and societal wellbeing. They explore the benefits of participation in leisure and recreation and investigate how it can be incorporated into daily life.

Students establish a repertoire of strategies and techniques for developing movement skills and enhancing their capacity to participate and perform. They analyse how effective and appropriate these strategies are in preparing themselves and others for particular physical activity and sport opportunities. Students perform with skill and confidence in selected activities, demonstrating sound technique and tactics that maximise their effectiveness. Students also analyse and appraise performances and design programs to achieve performance goals.

## **10 Assessment**

### **10.1 Standards**

The Board of Studies *K–10 Curriculum Framework* is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of two interrelated elements:

- outcomes and content in syllabuses showing what is to be learnt
- descriptions of levels of achievement of that learning.

Syllabus outcomes in Physical Activity and Sports Studies contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

The standards are typically written for two years of schooling and set high, but realistic, expectations of the quality of learning to be achieved by the end of Years 2, 4, 6, 8, 10 and 12.

#### **Using standards to improve learning**

Teachers will be able to use standards in Physical Activity and Sports Studies as a reference point for planning teaching and learning programs, and for assessing and reporting student progress. Standards in Physical Activity and Sports Studies will help teachers and students to set targets, monitor achievement, and, as a result, make changes to programs and strategies to support and improve each student's progress.

### **10.2 Assessment for Learning**

*Assessment for learning* in Physical Activity and Sports Studies is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to development of their knowledge, understanding and skills. Assessment for learning involves teachers in deciding how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Teachers of Physical Activity and Sports Studies will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In summary, *assessment for learning*:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards they are aiming for
- involves students in self-assessment and peer assessment
- provides feedback that helps students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents reflecting on assessment data.

## Quality Assessment Practices

The following *Assessment for Learning Principles* provide the criteria for judging the quality of assessment materials and practices.

### Assessment for learning:

- emphasises the interactions between learning and manageable assessment strategies that promote learning  
In practice, this means:
  - teachers reflect on the purposes of assessment and on their assessment strategies
  - assessment activities allow for demonstration of learning outcomes
  - assessment is embedded in learning activities and informs the planning of future learning activities
  - teachers use assessment to identify what a student can already do.
- clearly expresses for the student and teacher the goals of the learning activity  
In practice, this means:
  - students understand the learning goals and the criteria that will be applied to judge the quality of their achievement
  - students receive feedback that helps them make further progress.
- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark  
In practice, this means:
  - teachers use tasks that assess, and therefore encourage, deeper learning
  - feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement
  - assessment is an integral component of the teaching–learning process rather than being a separate activity.
- provides ways for students to use feedback from assessment  
In practice, this means:
  - feedback is directed to the achievement of standards and away from comparisons with peers
  - feedback is clear and constructive about strengths and weaknesses
  - feedback is individualised and linked to opportunities for improvement.
- helps students take responsibility for their own learning  
In practice, this means:
  - assessment includes strategies for self-assessment and peer assessment emphasising the next steps needed for further learning.
- is inclusive of all learners  
In practice, this means:
  - assessment against standards provides opportunities for all learners to achieve their best
  - assessment activities are free of bias.

## **Making judgements about student achievement**

Assessment for learning involves teachers using evidence collected in a range of contexts to make on-balance professional judgements of the achievements and progress of students. These can then be used for reporting at key points to different audiences in relation to the intended learning outcomes.

### **10.3 Reporting**

Reporting is the process of providing feedback to students, parents and other teachers about students' progress.

Teachers can use evidence gathered from assessment to extend the process of *assessment for learning* into their *assessment of learning*. In a standards-referenced framework this involves teachers in making professional judgments about student achievement at key points in the learning cycle. These may be at the end of a year or stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

A general set of Descriptions of Levels of Achievement has been developed for use in Content Endorsed Courses and Board Endorsed School Developed Courses. These provide schools with a useful tool to report consistent information about student achievement to students and parents, and to the next teacher to help to plan the next steps in the learning process. They describe observable and measurable features of student achievement at the end of a stage, within the indicative hours of study. Descriptions of levels of achievement provide a common language for reporting.

At Stage 5 there are six levels of achievement. Level 6 describes excellent achievement in relation to course objectives and outcomes. Level 2 describes basic achievement, while the level 1 description will help identify students who have not met the expected standard by the end of the stage and who may require additional time or different strategies to consolidate their learning.

At Stage 4 there are four levels of achievement. Level 4 describes a high level of achievement; levels 2 and 3 describe satisfactory and high achievement that should provide a solid foundation for the next stage of learning. The level 1 description will help identify students who are progressing towards the outcomes for the stage.

For students undertaking Life Skills outcomes and content in Years 7–10, the content listed for each identified Life Skills outcome forms the basis of the learning opportunities for these students. It also provides examples of activities on which teachers can base judgments to report student progress in relation to individual learning goals.



## **10.4 Choosing Assessment Strategies**

Planning for assessment is integral to programming for teaching and learning. In a standards-referenced framework, teachers assess student performance on tasks in relation to syllabus outcomes and make on-balance judgements about student achievement. Assessment relies on the professional judgement of the teacher and is based on reliable data acquired in a fair and challenging environment, from multiple performances in a variety of contexts. Assessment is fundamental for furthering student learning.

In planning programs, teachers, individually and collaboratively, review the syllabus and standards materials. They use these materials to describe for themselves what students should know and be able to do at a particular stage, and they consider the kinds of evidence their students could produce to show they have learnt what they needed to learn.

Students are provided with a description of the learning expected to be accomplished, opportunities to discuss the criteria on which judgements will be based, time to learn, and where possible, examples of what that learning looks like.

Assessment is used to determine the students' initial knowledge, understanding and skills, to monitor student progress and to collect information to report student achievement. The assessment cycle is continuous; students receive and give themselves feedback on what they have learnt, and what needs to be done to continue their learning. Students gain information about their learning through feedback from teachers and from self-assessment and peer assessment. The challenge and complexity of assessment tasks increase to enable students to develop evaluative independence as they assess their own knowledge, understanding and skills, and determine ways to improve their learning.

Teachers of Physical Activity and Sports Studies should employ a range of assessment strategies to ensure that information is being gathered regarding the knowledge and understanding that are being acquired, and the skills that are being developed. Strategies should be appropriate to the outcomes being addressed, be manageable in number and be supportive of the learning process. Teachers could work collaboratively in planning appropriate assessment strategies. Working collaboratively leads teachers to develop a shared understanding of the syllabus standards and also supports teachers in making consistent and comparable judgements of student achievement in relation to these standards.

In planning for assessment in Physical Activity and Sports Studies it is important for teachers to consider:

- the requirements of the syllabus and the specific module studied
- the accessibility of the proposed activity in terms of language requirements
- the appropriateness of the challenge presented to individual students
- resource availability
- how the task will be administered
- the way in which feedback will be provided.

In planning for assessment, teachers of Physical Activity and Sports Studies need to consider how results will be recorded, with a view to ensuring that there is sufficient and appropriate information collected for making an on-balance holistic judgement of the standard achieved by the student at the end of the stage. The evidence collected should enable teachers of Physical Activity and Sports Studies to make consistent judgements to meet the various reporting requirements that the system, school and community may have.

Teachers use the collected information for planning the next steps in learning and for providing feedback to students. Feedback in this context can be viewed as an indication of what students should be aiming for and as the standard against which students can compare their own work. Students are thus involved in decisions about their own learning and are able to reflect on their own learning.

Consistency of teacher judgement relies on a shared framework for describing student learning outcomes, a shared understanding of what those learning outcomes mean and a shared understanding of what student performance looks like at each stage and level of achievement. It involves adhering to the same principles or standards to form an opinion, estimate or conclusion based on evidence. Consistency occurs when a teacher's judgement accords with those previously made for the individual student, those made for all other students in a range of contexts, and those judgements made by other teachers for all students within a class, across classes and throughout the system.

For each assessment task Physical Activity and Sports Studies teachers:

- decide the outcomes and components to be assessed
- ensure a manageable number of outcomes are identified
- ensure the task type chosen will enable the outcomes to be assessed effectively
- ensure the task allows each student to demonstrate his or her level of achievement
- ensure the task is relevant to the student's stage of development and experience
- develop a set of criteria for judging and appropriately rewarding the quality of performance. Criteria for judging performance should reflect the nature and intention of the task and be expressed in terms of the knowledge and skills demanded by the task. The wording of outcomes and the descriptions of levels of achievement can help with developing criteria for judging performance
- share their expectations in relation to the criteria for judging the quality of performance with students.

Physical Activity and Sports Studies assessment techniques might include:

### **Movement tasks**

These could include individual movement compositions, practical problem solutions, reflective tasks (eg self-assessment of a physical activity plan), skill checklists, self-assessed and peer-assessed skill analysis, recorded observations, and formal and informal viewing tasks such as appraisal of movement using taped footage.

- In Physical Activity and Sports Studies gathering quality evidence has implications for the assessment of movement skill as it requires observation and judgement of performance, behaviour or interaction in activities as they occur. When planning assessment of movement, performances can be judged holistically, analytically or by using a combination of both techniques. Teachers make an analytical judgement of a student's performance when they rate different aspects of the performance. Teachers make a holistic judgement of a student's performance when they give a single rating based on their overall impression of the performance. The use of video may enable judgements to be made at a later date.

### **Presentations**

Assessment activities might include prepared and impromptu oral presentations, poster presentations, preparation of videos or audiotapes, role-plays, debates, interviews, demonstrations, performances and displays.

When this technique is used for assessment purposes students could be assessed on their ability to:

- select and apply appropriate information
- present information in a creative and logical manner
- apply an appropriate level of ICT skills.

### **Group work**

Activities might include group movement compositions and collaborative presentations, eg a physical activity promotion campaign.

When this technique is used for assessment purposes things to look for could include:

- choices students make in regard to identifying issues, reaching cooperative decisions and solving problems
- ability to listen to other people's points of view.

### **Written reports**

These may include anecdotal reports, surveys, evaluation reports, field trip reports, interviews, reports on independent investigations, portfolios or folders of work with negotiated content and essays. When students produce a written report, they could be assessed on their ability to:

- show appropriate depth of analysis
- summarise key findings in a concise manner
- use appropriate detail
- use language appropriate to purpose, audience and context.

### **Diaries, journals and logbooks**

These provide opportunities for students to write personal reflections. They allow students to develop knowledge, skills and abilities to make informed, responsible choices. They also develop self-awareness and critical thinking skills in students.

When using diaries, journals and logbooks as an assessment technique, students could be assessed on their ability to:

- identify their own personal development over time
- identify key indicators and evidence of their own learning
- show appropriate depth of analysis.

### **Examinations and tests (written and practical)**

Written tests can include objective-type questions and/or free response. Responses may be written or spoken, short or extended.

Written and practical tests (or a combination of these) can assess the ability of the students to:

- recall, interpret, comprehend and apply knowledge
- perform skills with appropriate tools and methods.

### **Research projects**

Research projects can be used to develop in students analytical, organisational and problem-solving skills and may include case studies, and research tasks using information drawn from a library, the internet, databases and spreadsheets.

When students undertake research projects, they could be assessed on their ability to:

- conduct appropriate research using a variety of methods
- select and interpret relevant information
- address the chosen issues with clarity
- present information in a logical manner
- acknowledge references appropriately.

### **Self-assessment**

In Physical Activity and Sports Studies students are encouraged to acquire basic skills to become self-directed learners. Opportunities exist for students to reflect on their progress towards the achievement of the syllabus outcomes. This reflection provides the basis for improving their learning. Developing self-assessment skills is an ongoing process, the skills becoming increasingly more sophisticated and self-initiated as a student progresses.

Students are able to demonstrate the ability to engage in self-assessment when they can:

- select a piece of their own work to provide evidence of understanding
- explain orally, in writing or through illustration how a work sample provides evidence of understanding
- critique a sample of their own work using the teacher's standards and criteria for quality.

When students engage in assessment through reflection and self-assessment they develop a much deeper understanding of their own abilities and the demands of lifelong learning.

### **Peer assessment**

Physical Activity and Sports Studies encourages the active involvement of students in the learning process. Opportunities exist for individual and collaborative work. Activities involving peer assessment might include evaluating the contribution of individuals to a group task and reflecting on a peer presentation.