



NSW Syllabus

Physical Activity and Sports Studies

Content Endorsed Course

Years 7–10

Syllabus

© 2019 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

The NESA website holds the ONLY official and up-to-date versions of these documents available on the internet. ANY other copies of these documents, or parts of these documents, that may be found elsewhere on the internet might not be current and are NOT authorised. You CANNOT rely on copies from any other source.

The documents on this website contain material prepared by NESA for and on behalf of the Crown in right of the State of New South Wales. The material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form, or transmitted to any other person or stored electronically in any form without the prior written permission of NESA, except as permitted by the *Copyright Act 1968*.

When you access the material you agree:

- to use the material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire material without the prior permission of NESA
- to acknowledge that the material is provided by NESA
- to include this copyright notice in any copy made
- not to modify the material or any part of the material without the express prior written permission of NESA.

The material may contain third-party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

NESA has made all reasonable attempts to locate owners of third-party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer.

Phone: (02) 9367 8289

Fax: (02) 9279 1482

Email: copyright@nesa.nsw.edu.au

Published by
NSW Education Standards Authority
GPO Box 5300
Sydney NSW 2001
Australia

www.educationstandards.nsw.edu.au

NCS-636
D2018/144970

Contents

Introduction	4
Physical Activity and Sports Studies Content Endorsed Course Key	7
Rationale	9
The Place of the Physical Activity and Sports Studies Content Endorsed Course Years 7–10 Syllabus in the K–12 Curriculum	10
Aim.....	11
Objectives	12
Outcomes	13
Stage Statements	15
Content	16
Content for Years 7–10	27
Years 7–10 Life Skills Outcomes and Content.....	62
Years 7–10 Life Skills Outcomes	63
Years 7–10 Life Skills Content	67
Assessment	85
Glossary	88

Introduction

The K–10 curriculum

The NSW Education Standards Authority (NESA) syllabuses are developed with respect to some overarching views about education. These include the NESA *K–10 Curriculum Framework* and *Statement of Equity Principles* and the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

NESA syllabuses include agreed Australian Curriculum content and content that clarifies the scope, breadth and depth of learning. The Australian Curriculum achievement standards underpin the syllabus outcomes and the Stage statements for Early Stage 1 to Stage 5.

In accordance with the *K–10 Curriculum Framework* and the *Statement of Equity Principles*, the syllabus takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines 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.

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

The continued relevance of the *K–10 Curriculum Framework* is consistent with the intent of the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008), which sets the direction for Australian schooling for the next ten years. There are two broad goals:

- Goal 1: Australian schooling promotes equity and excellence
- Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the *Physical Activity and Sports Studies Content Endorsed Course Years 7–10 Syllabus* contributes to the curriculum, and to students' achievement of the broad learning outcomes, is outlined in the syllabus rationale.

Diversity of learners

NSW syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity, including students with special education needs, gifted and talented students, and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

Students with special education needs

All students are entitled to participate in and progress through the curriculum. Under the *Disability Standards for Education 2005*, schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with special education needs.

[Adjustments](#) are measures or actions taken in relation to teaching, learning and assessment that enable a student with special education needs to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access outcomes and content from 7–10 syllabuses in a range of ways. Students may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage, relevant to their learning needs; or
- syllabus outcomes from an earlier Stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses for students in Stages 4 and 5.

Decisions regarding curriculum options, including adjustments, should be made in the context of [collaborative curriculum planning](#) with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- [Personal Development, Health and Physical Education](#)
- [Special education](#)
- [Life Skills](#).

Gifted and talented students

Gifted and talented students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted and talented students.

Generally, gifted and talented students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness and talent. Gifted and talented students may also have learning disabilities and/or English as an additional language or dialect. These needs should be addressed when planning appropriate teaching, learning and assessment activities.

Curriculum strategies for gifted and talented students may include:

- differentiation: modifying the pace, level and content of teaching, learning and assessment activities
- acceleration: promoting a student to a level of study beyond their age group
- curriculum compacting: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents/carers and students, with reference to documents and advice available from NESA and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

Students learning English as an additional language or dialect (EAL/D)

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in Standard Australian English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of a syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

The *ESL Scales* and the [*English as an Additional Language or Dialect: Teacher Resource*](#) provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of EAL/D students and to assist students to access syllabus outcomes and content.

Physical Activity and Sports Studies Content Endorsed Course Key

The following codes and icons are used in the *Physical Activity and Sports Studies Content Endorsed Course Years 7–10 Syllabus*.

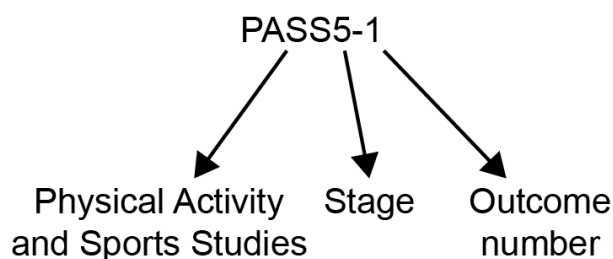
Outcome coding

Syllabus outcomes are coded in a consistent way. The code identifies the subject, Stage, outcome number and the way content is organised.

Stage 5 and Life Skills are represented by the following codes:

Stage	Code
Stage 5	5
Life Skills	LS

In the *Physical Activity and Sports Studies Content Endorsed Course Syllabus*, outcome codes indicate subject, Stage and outcome number. For example:






Outcome code	Interpretation
PASS5-1	Physical Activity and Sports Studies Content Endorsed Course, Stage 5 – Outcome number 1
PASSLS-3	Physical Activity and Sports Studies Content Endorsed Course, Life Skills – Outcome number 3








Learning across the curriculum icons

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.




Cross-curriculum priorities

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

General capabilities

-  Critical and creative thinking
-  Ethical understanding
-  Information and communication technology capability
-  Intercultural understanding
-  Literacy
-  Numeracy
-  Personal and social capability

Other learning across the curriculum areas

-  Civics and citizenship
-  Difference and diversity
-  Work and enterprise

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.

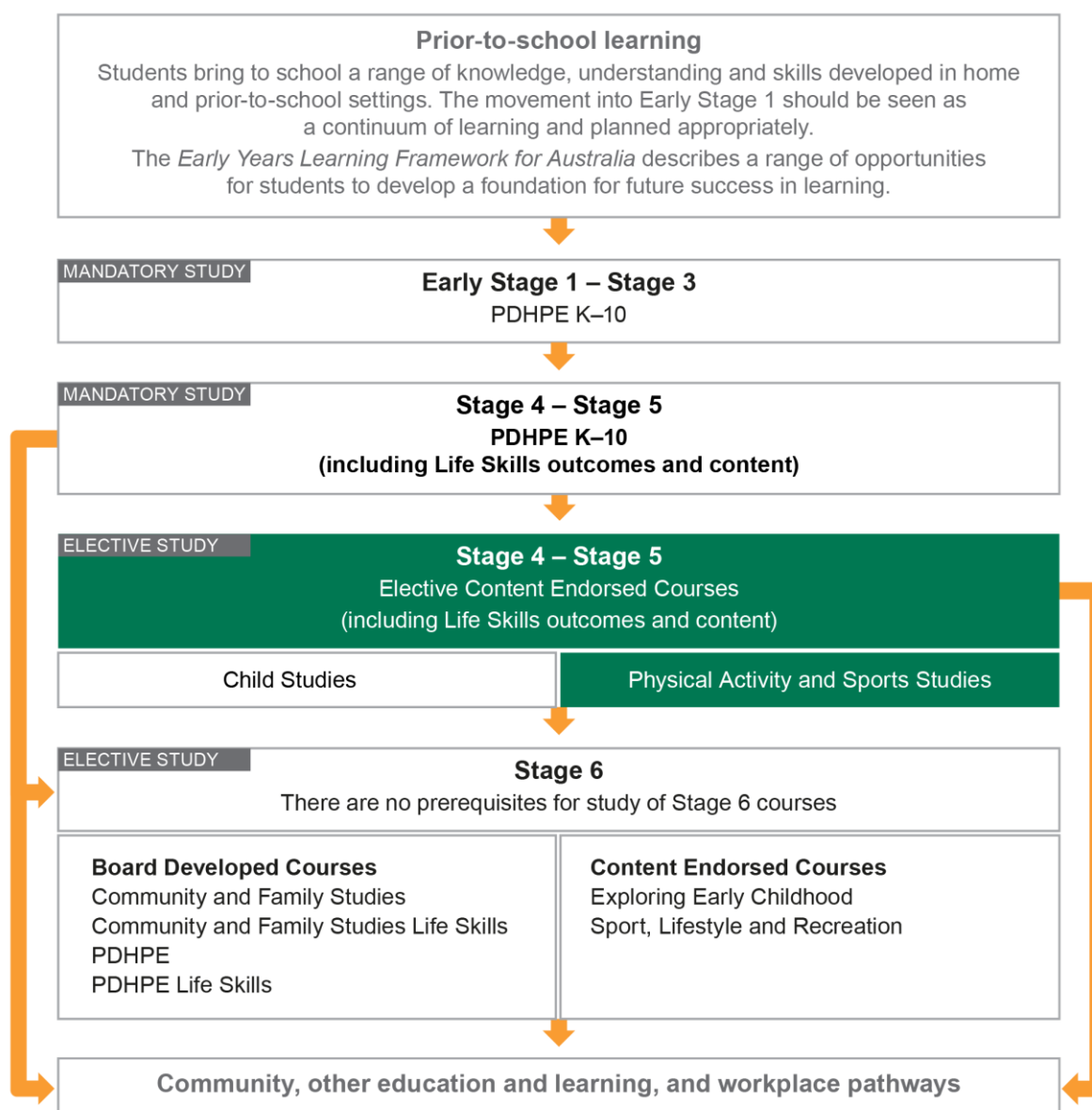
This syllabus promotes the concept of learning through movement. If appropriate, aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas 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 develop an appreciation of 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.

The Place of the Physical Activity and Sports Studies Content Endorsed Course Years 7–10 Syllabus in the K–12 Curriculum

NSW syllabuses include a diagram that illustrates how the syllabus relates to the learning pathways in K–12. This section places the *Physical Activity and Sports Studies Content Endorsed Course Year 7–10 Syllabus* in the K–12 curriculum as a whole.



*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.

Aim

The aim of the *Physical Activity and Sports Studies Content Endorsed Course 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.

Objectives

Knowledge and understanding

Students:

- develop a foundation for efficient 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.

Skills

Students:

- develop the personal skills to participate in physical activity and sport with confidence.

Values and attitudes

Students:

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

Outcomes

Table of objectives and outcomes – continuum of learning

Knowledge and understanding

Objective

Students:

- develop a foundation for efficient participation and performance in physical activity and sport

Stage 5 outcomes A student:
PASS5-1 discusses factors that limit and enhance the capacity to move and perform
PASS5-2 analyses the benefits of participation and performance in physical activity and sport

Objective

Students:

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

Stage 5 outcomes A student:
PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives

Objective

Students:

- enhance the participation and performance of themselves and others in physical activity and sport

Stage 5 outcomes A student:
PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport

Skills

Objective

Students:

- develop the personal skills to participate in physical activity and sport with confidence

Stage 5 outcomes A student:
PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8 displays management and planning skills to achieve personal and group goals
PASS5-9 performs movement skills with increasing proficiency
PASS5-10 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.

For some students with special education needs, teachers will need to consider relevant and appropriate adjustments to movement experiences. Achievement of outcomes should take into account individual students' capacity to demonstrate movement skills.

Stage Statements

Stage 5 Physical Activity and Sports Studies Content Endorsed Course

Stage 5 students develop a broad understanding of physical activity and the many possible contexts in which individuals can build activity into their lifestyle to improve health and wellbeing. Students 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 contexts. They analyse the role of body systems, physical fitness, nutrition and safety, and apply their knowledge and understanding when participating and performing in various movement contexts. Students demonstrate a knowledge and understanding of the factors that limit and enhance their capacity to move and perform efficiently and develop their ability to transfer movement skills in a variety of contexts. They recognise the value of, and assess the broad range of benefits, provided by participation and performance. Students are provided with opportunities to work collaboratively to evaluate and make judgements about information, products and services available, and develop strategies to increase levels of participation in physical activity, sport and recreational pursuits.

Students demonstrate a broad understanding of the historical, social and cultural factors that have shaped contemporary views of physical activity and sport in Australia. They are able to identify factors, and reflect on significant changes, events and new directions that have shaped identity and increased rates of participation for groups within society. Students evaluate the contribution of physical activity, sport and leisure and recreation to individual, community and societal wellbeing. Students analyse physical activity, sport and recreation from a range of personal, social and cultural perspectives. They explore the benefits of participation in leisure and recreation and investigate how it can be incorporated into daily life to improve all aspects of health and wellbeing. Students investigate opportunities for careers in the physical activity, sport and recreation industries.

Students establish a repertoire of strategies and techniques to develop movement skills and enhance 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 promote active lifestyles based on current trends and research in health and wellbeing and take action to increase opportunity for themselves and others. They analyse and appraise performances and design programs to achieve performance goals. Students develop skills and confidence in selected activities, demonstrating sound technique and tactics that maximise their effectiveness. They evaluate information, opinions, organisations and services. Students assess the contribution and impact of technology to participation and performance in physical activity and sport.

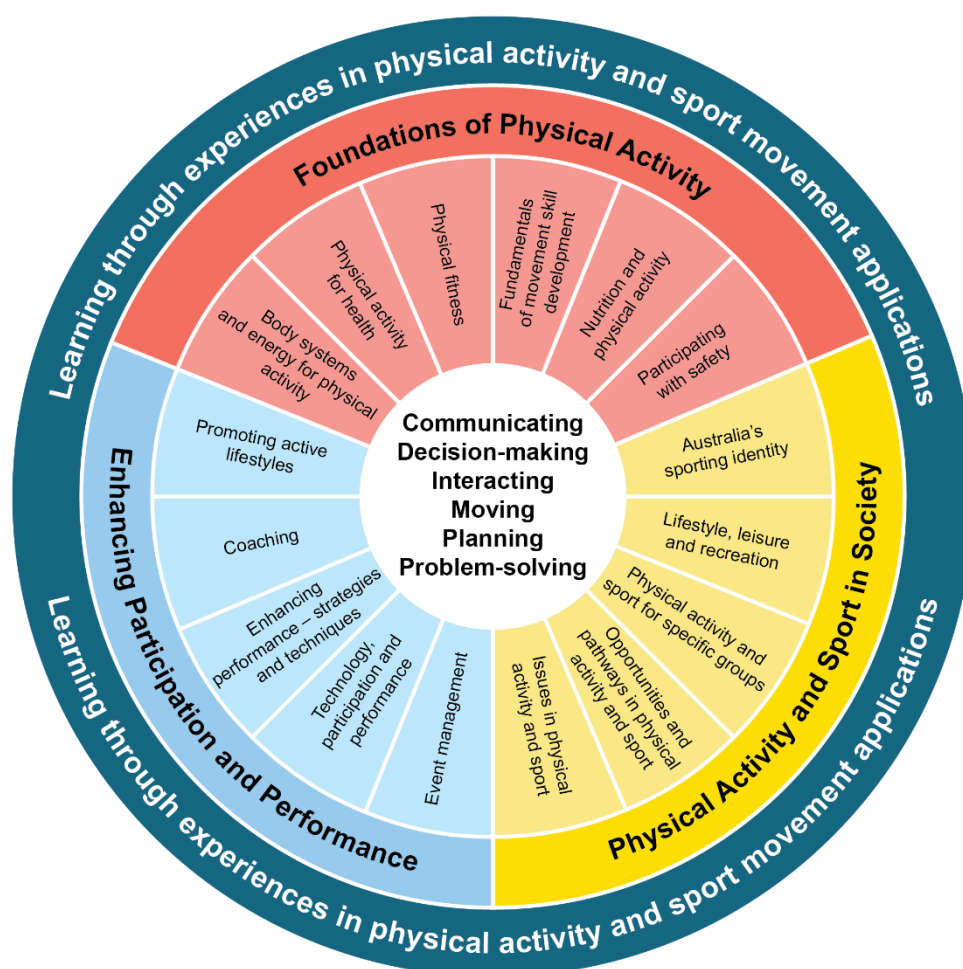
Content

For Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the Stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next stage of learning.

Organisation of content

The following diagram provides an illustrative representation of elements of the course and their relationship.



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.

Mandatory requirements

Schools are to develop programs that provide students with the opportunity to demonstrate 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.

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.

Some students with special education needs may require adjustments, including the use of adaptive equipment and/or additional support in order to engage in physical activity and sport movement applications.

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 diagram 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.



Skills that enhance learning in Physical Activity and Sports Studies

The *Physical Activity and Sports Studies Content Endorsed Course Years 7–10 Syllabus* focuses on the skills of 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 understanding 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. In addition, the skills have been embedded throughout the syllabus content.

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
- demonstrate culturally inclusive behaviours
- 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.

Some students with special education needs may require adjustments and/or additional support in order to perform 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.

Programming approaches

The *Physical Activity and Sports Studies Content Endorsed Course 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 K–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 programs.

Learning across the curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the NESA *K–10 Curriculum Framework* and *Statement of Equity Principles*, and in the *Melbourne Declaration on Educational Goals for Young Australians* (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures 🇺🇸
- Asia and Australia's engagement with Asia 🌏
- Sustainability 🌱

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking 🧠
- Ethical understanding ⚖️
- Information and communication technology capability 💻
- Intercultural understanding 🌐
- Literacy 📖
- Numeracy 📊
- Personal and social capability 👤

NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship 🇺🇸
- Difference and diversity 🌈
- Work and enterprise ⭐

Learning across the curriculum content is incorporated, and identified by icons, in the content of the syllabus in the following ways.

Aboriginal and Torres Strait Islander histories and cultures 🖐️

The *Physical Activity and Sports Studies Content Endorsed Course Years 7–10 Syllabus* incorporates Aboriginal and Torres Strait Islander Histories and Cultures learning across the curriculum content in relation to equity and access, and this may also be explored through an investigation of physical activity and sport in a range of communities, including remote and urban. There is opportunity to analyse the cultural significance of physical activity to Aboriginal and Torres Strait Islander Peoples and the range of factors influencing participation. Students explore the challenges for, and resilience of, Aboriginal and Torres Strait Islander Peoples in physical activity and sport contexts, including racism and access to resources and support. Students also study the benefits of Aboriginal and Torres Strait Islander Peoples' participation and performance in physical activity and sport within the context of further developing an understanding and appreciation of Aboriginal and Torres Strait Islander Peoples' histories and cultures.

When planning and programming content relating to Aboriginal and Torres Strait Islander histories and cultures, teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal and/or Torres Strait Islander authored or endorsed publications
- read the [Principles and Protocols](#) relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of local Aboriginal communities.

Asia and Australia's engagement with Asia 🌐

Students have opportunities to explore the links that exist between Australia and Asia and appreciate how our interactions help to shape Australia's identity, particularly in the areas of health, wellbeing, physical activity, sport and recreation. Students assess the influences on physical activity choices and investigate cultural reasons why some groups are more active than others. Students identify how the Asia region plays an important role in influencing choices made in regard to health and wellbeing and partnerships in sport and recreational activities for a range of groups. Students have the opportunity to become familiar with, and experience a variety of sports and recreational activities that have originated in Asia.

Sustainability 🌱

Students are given opportunities to investigate and experience how the built and natural environments support participation in physical activity, sport and recreation. 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 and contexts. When exploring factors that promote active living, students may consider aspects such as the provision of school and community facilities for physical activity, eg national parks, walking and cycling paths, open space and play facilities, access provisions for the elderly and people with a disability, and active commuting.

Critical and creative thinking

Critical and creative thinking occurs as students collect, analyse and organise information in a range of physical activity, sport and recreation activity contexts, including current views on health, the development of physical fitness, nutritional strategies to enhance performance, the use of technology, and performance analysis. Students 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. Students are given opportunities to assess and evaluate a range of issues in relation to physical activity. They learn to recognise and acknowledge different perspectives, using research and evidence in support of an argument, draw reasoned conclusions, and use information to solve problems. Students are provided with opportunities to generate and apply new ideas in specific contexts, view existing situations in a new way, identify alternative explanations, and make links that generate a positive outcome. Students plan for the successful participation and performance of themselves and others in physical activity, sport and recreational contexts. This includes planning for physical activity, injury rehabilitation, sports events and outdoor expeditions, while working with others and in teams.

Ethical understanding

Students develop ethical understanding as they investigate ethical concepts through physical activity and sport experiences. They explore the values and principles that make physical activity and sport fair and ethical, and understand how fair play, rules and etiquette make for a positive experience for all participants. Students have opportunities to develop their own set of values and form and make ethical judgements in relation to sporting codes, rules, behaviours, and issues in physical activity and sport. They investigate ethical coaching approaches and impacts on participation and performance including equal opportunity, fairness, honesty and respect. They examine the ethical implications of technology in regards to a range of issues; and assess the degree to which technology has created equity for participants and performers.

Information and communication technology capability

Students engage with information and communication technologies (ICT) when they explore and develop strategies to solve problems, collaborate online and communicate information and ideas. Students use online research methods to access, collect and interpret information. They investigate services available and make connections in their community. Students use ICT to collect and interpret performance results, participation and health trends and data. They use photography, video or other ICT to evaluate movement and performance. Students use ICT applications to analyse physical fitness and movement skill, design training programs and generate feedback to improve performance. Students plan, conduct and promote opportunities for physical activity, sporting events and competitions through collaborative online platforms.

Intercultural understanding

Students develop intercultural understanding and value their own culture(s) and those of others as they explore and assess traditional and contemporary practices in health, wellbeing, physical activity and sport.

Students have opportunities to appreciate the contribution that diverse cultural perspectives have made in shaping values, attitudes, patterns of participation and Australia's sporting identity. The opportunity to incorporate various movement contexts allows students to develop intercultural knowledge, understanding, skills and values through investigation and practical participation in physical activities, sport and recreational activities from cultures within and from across the world.

Literacy

Students are provided with opportunities to develop skills in literacy to effectively communicate ideas, arguments and promote opportunities within physical activity and sport. Students develop their ability to identify, interpret, create and evaluate effectively, using written, visual, audio and/or digital forms of expression. Students present ideas using subject-specific terminology, including anatomical and movement terms, to describe and appraise movement and physical activity. Students learn to construct and receive messages that result in improved movement performance by both giving and receiving constructive feedback. They develop skills in communication through coaching opportunities and recognise that communication is key to success in the performance of teams. Critical inquiry-based learning opportunities provide an authentic context for development of literacy skills, particularly health and physical literacy.

Numeracy

Students apply mathematical concepts to assess issues and develop skills and strategies to improve levels of participation in physical activity and performance. 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, and analysis of performance data. Students interpret data and use analytical methods to assess their health, physical fitness and set personal and group goals. As they develop knowledge and understanding, students are provided with opportunities to learn data-analysis skills, 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. They may also devise strategies for managing barriers to regular physical activity. Students use numeracy skills to navigate the outdoor environment and safely participate in leisure and recreational pursuits. They solve problems that may hinder the preparation and performance of an athlete and arise in the planning and management of a sporting/outdoor event.

Personal and social capability

Students are given opportunity to develop personal and social capability as they participate in a range of physical activities and sports. They develop their capacity to work effectively as part of a team, learning to understand the behaviours, etiquette and qualities that make them good teammates, leaders and coaches. Students establish positive relationships, work effectively both individually and collaboratively, and resolve difficult situations as they explore various movement contexts and design and conduct games and sports with large and small groups. They manage their own health behaviours and set personal and class goals to improve levels of physical fitness and health. Students are given opportunity to challenge stereotypes and the impact these have on levels of participation in physical activity. They assess risks and the impact of player, coach and spectator behaviours on sporting codes and culture. Students collaboratively develop strategies for groups to overcome barriers to participation in physical activity and sport.

Civics and citizenship 🇦🇺

Students are provided with the opportunity to investigate civic responsibility and citizenship as they relate to a range of physical activity and sport issues. These include politics, violence, drugs, the law, media, 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 fundamental expression of citizenship through fair play, teamwork and respect for codes of conduct. Students explore a range of ways they can be of assistance to others, including demonstrating effective leadership, volunteering and advocating positive outcomes for themselves and their community, such as increased levels of physical activity and improved health and wellbeing.

Difference and diversity 🌍

Difference and diversity comprises gender, ethnicity, ability and socioeconomic circumstances. Physical activity and sport can be an effective context for promoting positive attitudes and inclusiveness. Students investigate 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 identity and sporting culture. Students 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. Students recognise and appreciate 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 explore the social influences that affect participation in physical activity and also the positive contribution of women and men to Australia's sporting history and identity. They undertake critical analysis of the media's portrayal of gender roles in order to challenge ideas and promote opportunities to adopt more active lifestyles. 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.

Work and enterprise ⭐

Students develop skills that prepare them for a range of work and career opportunities. The Physical Activity and Sports Studies syllabus is 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 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 have opportunities to develop and practice enterprise skills as they organise, conduct and evaluate physical activity, recreational and sport experiences. Where appropriate, students may gain accreditation in a number of areas that would enhance career opportunities. These include first aid, refereeing/officiating, outdoor leadership, coaching, training/fitness and lifesaving.

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.

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.

For 100-hour courses at least one of these modules must be studied for a minimum of 15 hours.

For 200-hour courses at least one of these modules must be studied for a minimum of 20 hours.

Module: Body systems and energy for physical activity

Outcomes

A student:

- › discusses factors that limit and enhance the capacity to move and perform PASS5-1
- › analyses the benefits of participation and performance in physical activity and sport PASS5-2
- › performs movement skills with increasing proficiency PASS5-9
- › analyses and appraises information, opinions and observations to inform physical activity and sport decisions PASS5-10

Related Life Skills outcomes: PASSLS-1, PASSLS-2, PASSLS-9, PASSLS-10

Content overview

This module examines energy production and the roles and contributions of body systems to efficient movement. Students examine body systems through investigation and participation in one or more movement applications.

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. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this module can be enhanced by integrating content from the following modules: Nutrition and physical activity; Participating with safety; Enhancing performance – strategies and techniques; and Technology, participation and performance.

Content

The contribution of body systems to efficient movement

Students:

- explore the structure of the skeletal and muscular systems by identifying types of bones, muscles and joints 🦴
- describe the role of the skeletal and muscular systems and how they interact to produce efficient movement ⚙️ 🦴
- explore the structure and function of the circulatory and respiratory systems 🦷
- investigate the role of the circulatory and respiratory systems by examining how they contribute to efficient movement ⚙️
- participate in physical activities of varying intensity and duration and monitor circulatory and respiratory rates by recording the changes experienced by the body, for example: recovery heart rate 📊
- analyse the interrelationships between body systems to determine their contribution and importance during physical activity ⚙️

Energy production and hydration during physical activity

Students:

- outline the role of food as a fuel source for a range of physical activities by comparing energy input versus energy output 📊
- participate in anaerobic and aerobic activities and examine the influence of energy production on performance ⚙️
- describe the factors that contribute to rapid fluid loss during physical activity and examine the consequences of dehydration, for example: fluid loss due to humidity, high temperatures, alcohol consumption 🍷
- examine case studies on different athletes from a range of sports and assess how they manage fluid replacement and over-hydration 📖 ⚙️
- identify various sources of hydration and evaluate the claims made by beverage companies who market products as effective for hydration ⚙️

Module: Physical activity for health

Outcomes

A student:

- › discusses factors that limit and enhance the capacity to move and perform PASS5-1
- › analyses the benefits of participation and performance in physical activity and sport PASS5-2
- › demonstrates actions and strategies that contribute to active participation and skilful performance PASS5-5
- › performs movement skills with increasing proficiency PASS5-9
- › analyses and appraises information, opinions and observations to inform physical activity and sport decisions PASS5-10

Related Life Skills outcomes: PASSLS-1, PASSLS-2, PASSLS-10

Content overview

This module investigates ideas, values and attitudes towards physical activity and fitness and assesses the various influences on participation rates and choices. Students examine incentives and barriers to participation and determine key issues. Students have opportunities to advocate for increased participation in physical activity and fitness by proposing, planning and implementing strategies to increase participation and improve health and wellbeing. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this module can be enhanced by integrating content from the following modules: Physical fitness; Participating with safety; Lifestyle, leisure and recreation; Physical activity and sport for specific groups; and Promoting active lifestyles.

Content

Models of physical activity and fitness

Students:

- explore various ideas about physical activity, fitness and exercise and recognise how knowledge and attitudes have changed over time ⚙️🌐
- research and examine the recommended guidelines for physical activity and analyse the benefits of regular physical activity for health and wellbeing ⚙️📖
- participate in group physical activities, applying current guidelines designed to increase levels of physical activity, including:
 - using current recommended guidelines for physical activity to set personal or class goals 📋
 - distinguishing between activities considered low, moderate and vigorous in nature 🏃
 - investigating similarities and differences between physical activity for health and physical activity for fitness ⚙️
- discuss factors that influence the intensity of appropriate physical activity for health, for example: age, previous history and experience, illness or injury, disability such as physical, sensory ⚙️

Influences on physical activity choices

Students:

- identify the influences on physical activity choices and explain why members of some groups are more likely to engage in regular physical activity than others, for example: social determinants, financial, cultural, age, gender, ability 🌐🌍
- identify Aboriginal and Torres Strait Islander physical activity and school sports programs that improve engagement and account for the reasons for these programs 🌐
- propose ways of building physical activity into a typical day by examining real-life situations and case studies for a range of people and groups, for example: people with disability 🌐
- explore strategies for overcoming barriers to physical activity, for example: access to facilities for people with disability, adapted rules to promote inclusion of people with disability ⚙️
- investigate the levels of physical activity of young people between 3.30 pm and 6.00 pm, including:
 - identifying physical activity levels 📊📈
 - analysing influences on participation and choice of leisure options ⚙️
 - formulating strategies to increase participation in active leisure pursuits ⚙️

Physical activity and improved quality of life

Students:

- critique articles and research to explore the relationship between physical activity and improved quality of life and associated health benefits 📄🌐
- evaluate the health benefits of regular physical activity for a selected health priority area, for example: mental health, diabetes, cardiovascular disease ⚙️
- discuss the relationship between physical activity and health, for example:
 - an overweight physically active person is healthier than an inactive person of a healthy weight ⚙️
 - vigorous physical activity provides the best health benefits ⚙️

Module: Physical fitness

Outcomes

A student:

- › discusses factors that limit and enhance the capacity to move and perform PASS5-1
- › analyses the benefits of participation and performance in physical activity and sport PASS5-2
- › evaluates the characteristics of participation and quality performance in physical activity and sport PASS5-6
- › works collaboratively with others to enhance participation, enjoyment and performance PASS5-7
- › displays management and planning skills to achieve personal and group goals PASS5-8
- › performs movement skills with increasing proficiency PASS5-9
- › analyses and appraises information, opinions and observations to inform physical activity and sport decisions PASS5-10

Related Life Skills outcomes: PASSLS-1, PASSLS-2, PASSLS-7, PASSLS-8, PASSLS-10

Content overview













This module develops the knowledge and understanding of physical activity, physical fitness and its components. Through practical participation, students apply concepts to improve their fitness levels by increasing both planned and incidental activity through the use of fitness measurement and evaluation to set and work towards goals. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this module can be enhanced by integrating content from the following modules: Body systems and energy for physical activity; Physical activity for health; Participating with safety; Physical activity and sport for specific groups; Promoting active lifestyles; and Enhancing performance – strategies and techniques.

Content

Physical activity versus physical fitness

Students:

- investigate the difference between physical activity and physical fitness  
- explain the contribution of physical fitness to participation, performance and safety  
- analyse the benefits of regular vigorous physical activity on health and wellbeing  
- assess physical activities they enjoy that can assist in developing physical fitness  
- participate in a specific physical activity and explain the essential components of physical fitness required to perform  
- justify how physical fitness enhances performance and safety  

Developing physical fitness

Students:

- examine simple ways to be active in the home using available equipment, for example: stairs, skipping rope, or online fitness videos 📺
- design and participate in physical fitness routines and training programs using the FITT principle ⚙️👤
- design and demonstrate a training program that aims to develop health and skill-related components of fitness most relevant to a specific context, for example: muscular endurance program for rowing or kayaking, developing upper body strength for wheelchair athletes 🚣📄👤
- explain safety considerations to prevent injury when designing and implementing physical fitness programs for young people ⚙️👤
- critically analyse strategies and/or products that are marketed as rapid and effective in developing physical fitness ⚙️

Fitness measurement and evaluation

Students:

- investigate the views of young people on fitness measurement, including:
 - gathering information on the positive and negative effects of fitness measurement on participation in physical activity and sport 📺📄
 - processing and interpreting results of surveys to determine positive and negative outcomes for young people ⚙️📺
- critically analyse how fitness measurement and evaluation protocols are used and determine their effectiveness, for example:
 - using fitness measurement and evaluation during injury rehabilitation ⚙️📄
 - using fitness measurement and evaluation through team selection processes ⚙️📄
- measure physical fitness levels and design strategies to achieve fitness goals in a specific physical activity context ⚙️📄

Module: Fundamentals of movement skill development

Outcomes

A student:

- › discusses factors that limit and enhance the capacity to move and perform PASS5-1
- › demonstrates actions and strategies that contribute to active participation and skilful performance PASS5-5
- › works collaboratively with others to enhance participation, enjoyment and performance PASS5-7
- › performs movement skills with increasing proficiency PASS5-9
- › analyses and appraises information, opinions and observations to inform physical activity and sport decisions PASS5-10

Related Life Skills outcomes: PASSLS-1, PASSLS-7, PASSLS-9, PASSLS-10

Content overview

This module identifies and develops fundamental movement skills to enable students to confidently transfer movement skills to various movement contexts. Students recognise the role practice and feedback plays in mastering fundamental movement skills. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this module can be enhanced by integrating content from the following modules: Coaching; and Enhancing performance – strategies and techniques.

Content

The nature and transfer of movement skills

Students:

- participate in a range of individual and group physical activities to practise and enhance movement skills, including with Aboriginal community endorsement, activities from Aboriginal and/or Torres Strait Islander cultures 🤝🌐🏠
- analyse the movement skills that are fundamental for successful participation in a range of physical activities ⚙️
- examine the relationship between specialised and fundamental movement skills, for example: tennis serve and overarm throw ⚙️
- participate in modified physical activities to demonstrate positive and negative transfer of movement skills, for example: ⚙️📺
 - positive transfer of movement skills, eg tennis and volleyball serve
 - negative transfer of movement skills, eg squash and tennis forehand

The role of practice in developing movement skills

Students:

- identify the qualities of effective practice by considering factors such as duration and frequency ⚙️📅
- participate in a variety of practice methods to assess their effectiveness for developing movement skills, for example: lay-up in basketball, golf swing ⚙️🏏
- discuss the degree to which a coach should insist on the development of conventional technique, for example: when a young cricket bowler is generating speed with an unusual action ⚙️
- justify the role of psychological strategies, for example: mental practice, visualisation in enhancing performance ⚙️

The value of mastering fundamental movement skills

Students:

- investigate and analyse the impact of fundamental movement skill levels on:
 - attitudes to participation and likelihood of continued participation 🌐🏠
 - success in a range of physical activities ⚙️🏆
- investigate current research and progress to improve fundamental movement skills, including the use of adaptive equipment for people with disability 🖥️👤
- design and implement an activity to develop fundamental movement skills in children ⚙️👦
- participate in activities that require fundamental movement skills and support other students by providing constructive feedback in relation to their movement skill, for example:
 - use technology as a tool to provide feedback to another student, eg slow-motion video breakdown 🖥️🏠

Module: Nutrition and physical activity

Outcomes

A student:

- › discusses factors that limit and enhance the capacity to move and perform PASS5-1
- › analyses the benefits of participation and performance in physical activity and sport PASS5-2
- › displays management and planning skills to achieve personal and group goals PASS5-8
- › analyses and appraises information, opinions and observations to inform physical activity and sport decisions PASS5-10

Related Life Skills outcomes: PASSLS-1, PASSLS-2, PASSLS-8, PASSLS-10

Content overview

This module encourages students to think critically about nutrition to make informed choices. Students have the opportunities to assess a wide range of products on the market, and evaluate their value and authenticity in supporting good health, wellbeing and weight management. Students participate in physical activities across a variety of groups. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this module can be enhanced by integrating content from the following modules: Body systems and energy for physical activity; and Issues in physical activity and sport.

Content

Nutrition for health and physical activity

Students:

- investigate the general nutritional needs of specific groups for healthy living and physical activity, for example: people with disability, children, elderly ⚙️🌐✎️
- compare nutrient requirements for people who engage in physical activities of varying intensity and duration ⚙️
- assess the value, accuracy and reliability of a range of online resources and websites with nutritional information related to physical activity ⚙️💻📄

Marketing of nutritional products

Students:

- analyse advertising techniques used to promote a range of nutritional products in a variety of media texts, for example: liquid meals, energy bars and supplements ⚙️💻📺
- critically appraise common myths and misconceptions about nutrition and physical activity by exploring current fads in health and physical activity ⚙️💻📺

Nutritional planning

Students:

- investigate examples of nutritional plans to assess reasons for the inclusion of particular food and nutrients for different types of physical activity, for example: intake before, during and after physical activity ⚙️📖
- describe factors to consider when planning healthy nutritional intake for physical activity ⚙️👉
- participate in various physical activities and explain the varying energy requirements which affect performance ⚙️🏋️
- design a basic nutritional plan which outlines energy intake required before, during and after physical activity, for example: outdoor expedition, fun run or triathlon ⚙️📖👉

Nutrition, physical activity and weight management

Students:

- explore dietary guidelines for Australians to determine the role they play in managing a healthy weight, for example: preventing excess weight gain for specific groups of Australians such as youth, Aboriginal Peoples, women and the elderly 🙋⚙️⚙️
- discuss how gender stereotypes influence nutritional decisions and the implications of this on healthy weight loss and healthy weight gain 🏋️👉
- examine the potential dangers of high activity and rapid weight loss programs ⚙️
- investigate the energy balance model and discuss the benefits of monitoring diet, nutrition and physical activity in managing a healthy weight ⚙️📖👉

Module: Participating with safety

Outcomes

A student:

- › discusses factors that limit and enhance the capacity to move and perform PASS5-1
- › works collaboratively with others to enhance participation, enjoyment and performance PASS5-7
- › displays management and planning skills to achieve personal and group goals PASS5-8
- › performs movement skills with increasing proficiency PASS5-9
- › analyses and appraises information, opinions and observations to inform physical activity and sport decisions PASS5-10

Related Life Skills outcomes: PASSLS-1, PASSLS-7, PASSLS-8, PASSLS-10

Content overview

This module examines issues of safety and risk management when planning and participating in physical activity. Students explore risk environments and strategies to mitigate risks. Students practically apply injury management strategies to a variety of situations.

Teaching and learning programs should include relevant aspects of this module in all units where there is practical activity, and safety is a consideration. 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. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this module can be enhanced by integrating content from the following modules: Body systems and energy for physical activity; Physical activity for health; Physical fitness; Physical activity and sport for specific groups; Coaching; Technology, participation and performance; and Event management.

Content

Risk environments and behaviours

Students:

- identify various risk environments and risk behaviours related to physical activity and sport, for example: for people with diverse needs ⚙️ 🧑
- describe factors that increase risk in the physical activity and sporting environment, for example: water, isolation, playing surfaces, unpredictability, ability 🏊
- analyse factors that can influence risk behaviours in physical activity and sport ⚙️

Assessing risk

Students:

- examine examples of risk assessments for physical activity and sporting events ⚙️
- describe the features of a risk assessment by exploring various examples based on physical activities or sporting events, for example: degree of risk when performing skills, environmental risks 🏊 🧑

- assess risk factors in a variety of scenarios in physical activity or sport context and propose strategies to reduce these risks, for example: swimming in the surf, selecting an abseiling site, playing soccer at the local park, the use of modified rules or adaptive equipment for people with disability ⚙️
- identify and locate individuals and/or organisations that can act as a source of advice or support when planning for safe participation in physical activity, sport and/or recreation, for example: weather forecasts, paramedics, first aid officers 📺
- investigate modifications that may be required to increase safe participation in physical activity for particular groups, such as children, people with disability 🧑🏻‍🦯 🧑🏻‍🦯

Managing risk

Students:

- describe the factors that influence safe participation, for example:
 - individual factors, eg skill level, movement action, fitness level, previous experience, ability 🧑🏻 🧑🏻
 - environmental factors, eg weather, water currents 🌊 ⚙️
 - organisational factors, eg matching opponents to size, modified rules, equipment and clothing, body protection ⚙️ 📺
- explain the evolution of protective equipment and/or rules and regulations in physical activity and sport and assess how they have influenced participation and performance ⚙️ 📺 🧑🏻
- critique guidelines or policies for safe participation in a chosen physical activity, sport or recreation context ⚙️ 📺 🧑🏻

Injury management

Students:

- apply injury assessment (TOTAPS) procedures to determine the nature and extent of injuries in simulated scenarios ⚙️ 📺 🧑🏻
- rehearse appropriate treatment for injuries and conditions which have the potential to occur in a specific physical activity, sport or recreation context, for example:
 - immediate management techniques ⚙️ 📺 🧑🏻
 - injury rehabilitation ⚙️ 📺 🧑🏻

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.

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

For 100-hour courses at least one of these modules must be studied for a minimum of 15 hours.

For 200-hour courses at least one of these modules must be studied for a minimum of 20 hours.

Module: Australia's sporting identity

Outcomes

A student:

- › discusses the nature and impact of historical and contemporary issues in physical activity and sport PASS5-3
- › analyses physical activity and sport from personal, social and cultural perspectives PASS5-4
- › analyses and appraises information, opinions and observations to inform physical activity and sport decisions PASS5-10

Related Life Skills outcomes: PASSLS-3, PASSLS-4, PASSLS-10

Content overview

This module examines the role of sport in shaping Australia's identity and reputation. Students investigate the factors influencing Australia's sporting identity and the implications these factors can have on players, spectators and Australia's identity. Students explore current and future perspectives and how these could impact on Australia's sporting identity.

The focus of this module is on establishing a link between sport and society over time 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. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this module can be enhanced by integrating content from the following modules: Physical activity and sport for specific groups; Opportunities and pathways in physical activity and sport; Issues in physical activity and sport; and Event management.

Content

The role of sport in shaping Australia's identity

Students:

- construct a timeline outlining changes in the nature of sport in Australia, commencing with traditional Aboriginal games 🏹🏹🏹🏹
- analyse reasons for the changes in Australian sport and determine how changes have played a role in shaping Australian identity, for example: the inclusion of people with disability in Australian sport ⚙️⚙️⚙️
- examine the contribution of sport to local and national identities, for example: Australian Olympic and Paralympic teams, State of Origin, Aboriginal Rugby League Knockout, local sporting teams 🏉🏉🏉🏉
- explore the emergence of specific groups as sporting identities in Australia, for example: Aboriginal and Torres Strait Islander Peoples, women, people with disability 🏹🏹🏹
- identify local, state, national and international sporting associations and events that allow opportunities for participation and representation at a range of levels 🏉🏉
- discuss the social and economic implications of Australia's performance in international sporting events 🏉🏉

Factors influencing Australia's sporting identity

Students:

- explore the diverse range of sporting cultures in Australia including those of Aboriginal and/or Torres Strait Islander Peoples and explain how they contribute to Australia's sporting identity for example: Koori Knockout, Cathy Freeman 🇦🇺 🏀 🏈 🏉
- critically analyse the role of politics and the media in shaping behaviours and attitudes to sport, for example: use of language, profiling athletes as 'heroic', influence on gender participation, 'tall poppy' syndrome, athletes who have overcome adversity ⚙️ 🏆 🏀
- investigate how the success of high-profile athletes and/or teams has affected the community, for example: sponsorship, advocating for causes or charity foundations, coaching clinics, community and youth projects 🏠 📺 🏀
- outline the influence spectators have on Australia's sporting identity by investigating the level of spectator involvement in various sports at a national and international level, for example: A-League, International Cricket, Australian Swim Team at the Olympic Games 📺 🏊
- discuss the varying implications of Australia's performance in international sporting events and determine the influence this has on Australia's sporting identity, for example:
 - social implications, eg community attitudes and support, role modelling for young athletes, increased participation and persistence in the face of adversity 🏠 🏠
 - economic implications, eg sponsorship, government grants and funding 📺 🏠

Current and future perspectives on sport in Australia

Students:

- identify new directions in Australian sporting pursuits by examining a variety of local, state, national and international associations and events, for example: new sports included in the summer and winter Olympic Games, A-League, Paralympics 📺 🏆
- discuss the degree to which new directions in sport offer opportunities for increased participation and representation at a range of levels, for example: Aboriginal Netball knockout competitions 🏀 🏠 🏠
- predict future developments and assess the impact these may have on sport in Australia, for example:
 - participation rates and representation at various levels, eg men's and women's sport, Aboriginal and Torres Strait Islander Peoples, people with disability 🏀 📺 ⭐
 - performance ⚙️
 - professionalism 🏠
 - spectator enjoyment
 - safety 🏠 ⚙️
 - legal liabilities 🏠
 - spectator and player behaviour 🏠

Module: Lifestyle, leisure and recreation

Outcomes

A student:

- › discusses the nature and impact of historical and contemporary issues in physical activity and sport PASS5-3
- › analyses physical activity and sport from personal, social and cultural perspectives PASS5-4
- › demonstrates actions and strategies that contribute to active participation and skilful performance PASS5-5
- › works collaboratively with others to enhance participation, enjoyment and performance PASS5-7
- › performs movement skills with increasing proficiency PASS5-9
- › analyses and appraises information, opinions and observations to inform physical activity and sport decisions PASS5-10

Related Life Skills outcomes: PASSLS-3, PASSLS-4, PASSLS-7, PASSLS-10

Content overview

This module analyses the perceptions and impact participation has on lifestyle, leisure and recreation activities. Students are provided with opportunities to advocate and promote lifelong leisure and recreation activities now and in the future.

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. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this module can be enhanced by integrating content from the following modules: Physical activity for health; Physical activity and sport for specific groups; Technology, participation and performance; or Event management.

Content

Perceptions of lifestyle, leisure and recreation

Students:

- investigate the meaning of lifestyle, leisure and recreation to develop their own definition 🗨️
- participate in a range of activities defined as leisure and recreational pursuits ✨ ⚙️
- investigate and analyse the perceptions individuals within their school and community hold about the value of leisure and recreation activities ⚙️ 📺 🌐 🚩
- challenge their own and others' perceptions about leisure and recreation activities as viable and rewarding forms of physical activity by participating in a range of activities, for example: yoga and varying levels of physicality, kayaking ⚙️

Impact of participation in leisure and recreation

Students:

- investigate the impact of participation in leisure and recreation for specific groups by:
 - identifying the leisure and recreational needs and patterns of participation for specific groups, eg Aboriginal and Torres Strait Islander Peoples, the elderly, people with disability, young people, individuals seeking a challenge 🏃🌐👤*
 - examining the factors that influence the participation of individuals within different groups in leisure or recreational activities, eg media, politics, geographic location, culture, age, gender, disability, socioeconomic status, family and social support ⚙️🌐👤*
 - recognising the barriers for specific groups to participate in leisure and recreation, eg school examination period, part-time work, accessibility, availability of facilities and services, access to adaptive equipment ⚙️*
 - discussing the outcomes of participation in leisure and recreation for specific groups, eg social, mental, physical, cognitive and spiritual outcomes ⚙️🌐👤
- analyse the short and long-term benefits of participation in a leisure and recreation activity through observation of their own and others' participation ⚙️👤
- assess the reasons for changes in participation levels in leisure and recreation activities, for example: access to technology, camping and environmental sustainability, leisure and recreation trends 🌱⚙️

Promoting lifelong leisure and recreation now and in the future

Students:

- create a database of local facilities and contacts to enhance access for themselves and others to leisure and recreational pursuits 📖👤*
- propose and implement strategies to increase participation in leisure and recreation activities in the school or local community ⚙️📖👤
- predict future directions in leisure and recreational pursuits and propose ways they could be promoted within the community ⚙️📖👤

Module: Physical activity and sport for specific groups

Outcomes

A student:

- › discusses the nature and impact of historical and contemporary issues in physical activity and sport PASS5-3
- › analyses physical activity and sport from personal, social and cultural perspectives PASS5-4
- › demonstrates actions and strategies that contribute to active participation and skilful performance PASS5-5
- › evaluates the characteristics of participation and quality performance in physical activity and sport PASS5-6
- › works collaboratively with others to enhance participation, enjoyment and performance PASS5-7

Related Life Skills outcomes: PASSLS-3, PASSLS-4, PASSLS-7

Content overview

This module investigates physical activity and sport for a specific group from an historical perspective and the ways in which this group participates in physical activity and sport. Students examine current challenges facing this group and advocate ways this group can enhance their physical activity and sport participation.

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 Peoples, people with 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. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this module can be enhanced by integrating content from the following modules: Physical activity for health; Physical fitness; Participating with safety; Australia's sporting identity; or Lifestyle, leisure and recreation.

Content

Historical perspectives

Students:

- investigate the evolution of physical activity and sport for Aboriginal and Torres Strait Islander Peoples and the role it plays in communities and the lives of the First Peoples of Australia 🇦🇺 🏠
- research and discuss the evolution of physical activity and sport for different population groups, for example: children, women, elderly people, people with disability, culturally and linguistically diverse people 🌐 🌍 🏠
- examine the resilience of, as well as specific past challenges faced by different population groups, including Aboriginal and Torres Strait Islander Peoples, women in sport, people with disability 🇦🇺 🏠 🏠

- participate in a variety of physical activities and sports associated with a specific population group and explore the modifications which have been made to enhance the group's participation, enjoyment and/or performance, for example:
 - identify the changes which have been made over time 🖥️
 - discuss reasons for the modifications 🛠️⚙️⚙️
 - propose strategies for enhancing the group's participation, enjoyment and/or performance in the future ⚙️🛠️

Factors influencing physical activity and sport choices

Students:

- assess factors that influence physical activity choices of different population groups, for example: access, education, cost, self-esteem, culture, geographic location, body shape, skill level, disability ⚙️🌐🛠️⚙️
- discuss the nature of various physical activities and sports and determine the role culture plays in individual choices 🌐🛠️⚙️
- analyse the outcomes and opportunities provided by physical activity and sport for a selected population group, for example: building a sense of community, connectedness, fostering inclusion and understanding of diversity ⚙️🌐⚙️
- explain the value of a selected population group participating in physical activity or sport, both for the group and for the community 🌐🛠️⚙️

Enhancing future participation and enjoyment in physical activity and sport for a specific population group

Students:

- examine the current challenges faced by the group with regard to physical activity and sport ⚙️🛠️⚙️
- identify the physical activities and sports available for the group within the local area or wider community 🖥️
- evaluate the current services and support provided to the group by a local sporting body/organisation, for example: availability, access to facilities, quality of coaching and/or expertise ⚙️🖥️
- propose strategies to a sporting body/organisation which are aimed at further enhancing the participation and enjoyment of the group in physical activity or sporting pursuits, for example: creating a broader range of divisions for different levels of ability, offering a wider range of competitive opportunities, introducing modified games and/or adaptive equipment ⚙️🛠️

Module: Opportunities and pathways in physical activity and sport

Outcomes

A student:

- › analyses physical activity and sport from personal, social and cultural perspectives PASS5-4
- › works collaboratively with others to enhance participation, enjoyment and performance PASS5-7
- › displays management and planning skills to achieve personal and group goals PASS5-8
- › performs movement skills with increasing proficiency PASS5-9
- › analyses and appraises information, opinions and observations to inform physical activity and sport decisions PASS5-10

Related Life Skills outcomes: PASSLS-4, PASSLS-7, PASSLS-8, PASSLS-10

Content overview

The intention of this module is to examine opportunities and career pathways in physical activity, sport and the recreation industry. Students examine the roles within each context to determine the benefits and opportunities available. Students are provided with opportunities to develop their skills in a range of sport, physical activity or recreational roles and, where appropriate, may be given the opportunity to complete a training qualification. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this module can be enhanced by integrating content from the following modules: Nutrition and physical activity; Australia's sporting identity; Promoting active lifestyles; Coaching; Technology, participation and performance; or Event management.

Content

Opportunities in the physical activity, sport and recreation industries

Students:

- outline various ways people can volunteer in physical activity, sport and recreation industries, for example: surf lifesavers, sports coaches, event organisers, sporting officials, referees 🧤🏆🏈
- investigate the personal and community benefits of voluntary work, for example: improved self-esteem, intrinsic satisfaction and sense of fulfilment 📊🏆🌟
- analyse the outcomes of volunteer involvement within sport and physical activity, for example: building community spirit and connectedness ⚙️🏈🌟
- explore opportunities that provide prospects for part or full-time and casual employment in the physical activity, sport and recreation industries, for example: fitness leader, dance teacher, outdoor educator 📖🌟
- investigate post-school study and career options in physical activity, sport and recreation industries 📖🌟
- investigate or complete the qualifications and training requirements necessary for volunteer or paid employment in a physical activity, sport or recreational activity of their choice 📖🧤🏆🌟

Skills and leadership in physical activity, sport and recreation

Students:

- demonstrate the personal attributes and skills required to perform successfully in a range of physical activity, sport and recreational roles, for example: administrator, official, referee, coach, instructor, player/participant 🏆 ⭐
- discuss how the attributes and skills developed through various roles in physical activity, sport and recreation may be transferable to other occupations or career pathways 🏆 ⭐
- identify leadership opportunities within physical activity, sport and recreation industries and investigate the leadership styles that are effective in different contexts 🏆 🏆 ⭐
- explore the positive characteristics of leaders in order to evaluate their own potential and desire to pursue a leadership role in physical activity, sport and recreation industries 🏆 ⭐

Career pathways in physical activity, sport and recreation

Students:

- research and evaluate the lifestyle of a selected career pathway in physical activity, sport and recreation by considering the professional and community responsibilities involved, for example: addressing the media, time management, travel, work-life balance ⚙️ 🏆 ⭐
- critically evaluate the likelihood and longevity of a selected career pathway in physical activity, sport or recreation in order to develop a realistic understanding of its potential as a long-term employment opportunity, for example: securing and maintaining sponsorship, financial outlay or investment, organisation or industry stability, position or role tenure ⚙️ 🏆 ⭐
- analyse the importance of planning for alternative career opportunities, for example: post-school study and training ⚙️ 🏆 ⭐

Module: Issues in physical activity and sport

Outcomes

A student:

- › discusses the nature and impact of historical and contemporary issues in physical activity and sport PASS5-3
- › analyses physical activity and sport from personal, social and cultural perspectives PASS5-4
- › analyses and appraises information, opinions and observations to inform physical activity and sport decisions PASS5-10

Related Life Skills outcomes: PASSLS-3, PASSLS-4, PASSLS-10

Content overview

This module analyses various issues in physical activity and sport and their impact. Students examine ethical and legal implications to participants, spectators and the community. They evaluate strategies to bring about positive outcomes for the issue.

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. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this module can be enhanced by integrating content from the following modules: Nutrition and physical activity; Australia's sporting identity; Coaching; Enhancing performance – strategies and techniques; Technology, participation and performance; or Event management.

Content

Historical issues in physical activity and sport

Students:

- investigate the history of one or more issues, for example: drugs, violence, obesity, media, politics, gender, equity, amateurism, reduction in participation rates, sponsorship and the law in physical activity and sport by examining a range of issues, for example:
 - the significant historical events that have raised the profile of the issue, for example: ball tampering in cricket, positive drug testing at major events 🏏💊
 - the impact on physical activity or sport as a result of the historical events, for example: women competing for the first time in the 1900 Paris Olympic Games, changes or restrictions related to sporting attire or equipment, the introduction of the Special Olympics Games and Paralympic Games 🏅🇦🇺
 - the positive and negative effects associated with the historical events on participants, spectators and society, for example: establishing national sporting heroes or violence 🏆👊

Current state of play in physical activity and sport

Students:

- examine how a variety of issues currently having an impact on the profile of physical activity or sport are represented in the media ⚙️📺
- investigate case histories and reflect on the ethical and legal implications associated with the selected issue in relation to participants, spectators and the community ⚖️📺👉
- evaluate the factors that have had an influence on the current state of the issues in physical activity or sport, including:
 - changes in society that have influenced the issue, eg racism in sports (Adam Goodes and Eddie Betts) 🤝👥*
 - roles played by key figures and groups associated with the issue, eg sport administrators and players' code of behaviour 📺
 - strategies that have been designed to address the negative impact of the issue ⚙️
 - legislative or policy changes, eg anti-discrimination ⚖️📺

Future perspectives

Students:

- evaluate existing strategies which have aimed to promote positive outcomes in relation to the issue ⚙️👥
- propose additional strategies to redress the issue and predict future directions if the strategies were implemented ⚙️⚖️

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.

Overview of modules

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

For 100-hour courses at least one of these modules must be studied for a minimum of 15 hours.

For 200-hour courses at least one of these modules must be studied for a minimum of 20 hours.

Module: Promoting active lifestyles

Outcomes

A student:

- › demonstrates actions and strategies that contribute to active participation and skilful performance PASS5-5
- › evaluates the characteristics of participation and quality performance in physical activity and sport PASS5-6
- › analyses and appraises information, opinions and observations to inform physical activity and sport decisions PASS5-10

Related Life Skills outcomes: PASSLS-5, PASSLS-6, PASSLS-10

Content overview

This module identifies and promotes opportunities for physical activity based on available resources. Students conduct research to gather information on current trends and patterns to inform judgements they make on the roles and responsibilities of individuals and groups in promoting physical activity. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this module can be enhanced by integrating content from the following modules: Physical activity for health; Physical fitness; Opportunities and pathways in physical activity and sport; or Event management.

Content

Settings and opportunities for physical activity

Students:

- identify and evaluate structured settings for physical activity, for example: sporting clubs, school sport, Duke of Edinburgh Award ⚙️📅
- identify opportunities for physical activity in the local community for specific population groups, for example: people with disability, the elderly 🏠🌐♿️
- investigate recreational settings, activities of cultural significance and initiatives designed to increase participation in physical activity, for example: national parks, patrolled beaches, cycle tracks, park fitness circuits, aquatic theme parks, walking on Country, accessible parks and recreation settings 🤝👣🏠♿️
- examine the school setting and evaluate the degree to which it promotes participation in physical activity, for example: uniform policy, emphasis on competitive sports, access to recreational areas, access and inclusion for people with disability ⚙️
- develop and implement an advocacy strategy to increase levels of incidental, recreational and structured physical activity at school and in the community 🗣️📢👥
- identify factors that contribute to positive physical activity experiences through the collection and interpretation of data and suggest recommendations based on findings, for example: surveying peers 📊📅

Individual and group roles and responsibilities for promoting physical activity

Students:

- assess individual and group roles and responsibilities for promoting physical activity ⚙️🏠👤
- examine the role of the individual, family and schools in increasing opportunities to be physically active ⚙️🏠
- discuss the responsibility of health professionals, the fitness industry and service organisations in increasing physical activity levels 🏠👤🌟
- research and discuss the role of the media in promoting physical activity, for example: social media platforms, fitness magazines 🏠👤
- assess the importance of a collaborative or intersectoral approach to promoting physical activity, for example: policy-makers, legislators, councils, urban planners and community groups or organisations ⚙️🏠
- compare and discuss government and private sector funding invested in promoting physical activity with that invested in men's and women's elite sport ⚙️🏠🌟

Information, products and organisations

Students:

- investigate and evaluate products and organisations that publish information and market strategies and services, for example: health and fitness websites, fitness centres ⚙️🏠👤
- assess current initiatives that aim to promote physical activity, for example: current trends within the fitness industry 🏠🌟
- research current trends in health and implications of findings, for example: participation in physical activity and sport, physical activity guidelines for Australians versus the FITT principle 🏠🏠
- critically analyse marketing strategies used by organisations to promote products, for example: gym memberships, fitness equipment, fitness industry accreditation ⚙️🏠👤

Module: Coaching

Outcomes

A student:

- › demonstrates actions and strategies that contribute to active participation and skilful performance PASS5-5
- › evaluates the characteristics of participation and quality performance in physical activity and sport PASS5-6
- › works collaboratively with others to enhance participation, enjoyment and performance PASS5-7
- › displays management and planning skills to achieve personal and group goals PASS5-8
- › performs movement skills with increasing proficiency PASS5-9

Related Life Skills outcomes: PASSLS-5, PASSLS-6, PASSLS-7, PASSLS-8

Content overview

This module develops skills in coaching and instruction. Students investigate qualities of effective coaching and assess their own and others' coaching skills to become more effective coaches. Students should have the opportunity to practically apply their coaching skills in real-life situations.

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. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this module can be enhanced by integrating content from the following modules: Fundamentals of movement skill development; Participating with safety; Issues in physical activity and sport; Enhancing performance – strategies and techniques; Technology, participation and performance; or Event management.

Content

The qualities of effective coaching

Students:

- describe coaching styles effective in specific contexts, for example: beginner versus elite performer; child versus adult; introvert versus extrovert 🗣️👤
- analyse coaching skills that contribute to positive participation and successful performance ⚙️
- reflect on and discuss positive personal coaching experiences and assess the influence they have had on personal attitudes, participation and performance ⚙️🗣️👤
- demonstrate basic coaching skills by instructing individuals or a small group in a specific movement skill or context ⚙️👤
- evaluate and provide constructive feedback to a peer or group, for example:
 - provide constructive feedback to a peer as they learn a new movement skill ⚙️🗣️👤
 - provide constructive feedback on the coaching skills of peers or others ⚙️🗣️👤

Coaching roles, responsibilities and ethics

Students:

- research and identify ways to motivate and support individuals, teams and groups through effective coaching, training and instruction, for example: identifying strengths and weaknesses, accounting for individual differences in ability, effectively delegating roles and responsibilities 🧠 📋
- analyse strategies used by coaches to determine their effectiveness in instructing, supporting and motivating others ⚙️ 🧑
- outline the responsibilities coaches have in ensuring safety and safe practice when instructing and leading training for participants, for example: spotting in gymnastics or weight training, checking environments for hazards, being aware of disability, injuries or medical conditions ⚖️ 🧑 🏠
- examine ethical coaching approaches and the impact they have on participation and performance, for example:
 - being a positive role model, leader and influence, eg Cathy Freeman, Louise Sauvage 🙌 🇦🇺
 - recognising individual reasons for participation 🧠 🧑
 - providing equal opportunity, fairness, honesty and respect ⚖️ 🧑 🙌
 - understanding legal implications of coaching roles ⚖️
- critique a code of conduct for coaches in a selected sport or code and explain how it supports and guides the coach, player and spectator ⚖️ 🧑 🧑
- investigate volunteer and formal coaching opportunities and qualifications, for example: eg complete a level 0 certificate in coaching 📋 ⭐

Short and long-term planning and evaluation

Students:

- design and conduct a coaching session for a selected physical activity or sport that includes the following components:
 - introduction/demonstration 🧑
 - safety considerations, eg water safety, protective clothing and equipment ⚙️
 - warm up and cool down ⚙️
 - skill development and practice 🧑
 - evaluation ⚙️
- participate in and/or evaluate a session conducted by an accredited coach ⚙️ ⭐
- consider and discuss aspects of long-term planning for coaching in a variety of sports, for example:
 - pre-season, in season and post-season ⚙️ 📋
 - macro and micro cycles ⚙️ 📋
 - recovery methods 📋
- research and evaluate a training plan from a selected sport, for example: marathon training preparation ⚙️ 📋

Module: Enhancing performance – strategies and techniques

Outcomes

A student:

- › demonstrates actions and strategies that contribute to active participation and skilful performance PASS5-5
- › evaluates the characteristics of participation and quality performance in physical activity and sport PASS5-6
- › works collaboratively with others to enhance participation, enjoyment and performance PASS5-7
- › displays management and planning skills to achieve personal and group goals PASS5-8
- › performs movement skills with increasing proficiency PASS5-9
- › analyses and appraises information, opinions and observations to inform physical activity and sport decisions. PASS5-10

Related Life Skills outcomes: PASSLS-7, PASSLS-8, PASSLS-9, PASSLS-10

Content overview

This module assesses and develops strategies and techniques to make movement experiences more successful. Students explore a variety of ways to provide feedback to themselves and others to improve their performance. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this module can be enhanced by integrating content from the following modules: Body systems and energy for physical activity; Physical fitness; Fundamentals of movement skill development; Issues in physical activity and sport; or Coaching.

Content

Rules and etiquette

Students:

- describe and demonstrate an understanding of rules and etiquette through participation in physical activity and sport, for example: official, local or modified rules, codes of behaviour, accepted etiquette 🏆🏀🏈🏉
- develop games which incorporate rules from different sports and instruct the group in the playing of the game, for example: combining the rules of soccer and softball ⚙️
- modify games to increase inclusion of diverse groups, including people with disability 🧑🏻‍🦯🧑🏻‍🦼

Movement skill, technique and performance

Students:

- practise and develop movement skills that enhance performance in physical activity, including:
 - specialised movement skills, eg fielding a ground ball in softball, performing a grand jeté in dance, climbing a rock wall ⚙️🧑🏻‍🦲
 - activities that develop movement skills, eg games, relays, isolated skill practice ⚙️
 - evaluating the transfer of movement skills, eg hockey skills to golf skills, gymnastics skills to diving skills ⚙️🧑🏻‍🦲

- identify and demonstrate correct techniques for effective skill execution, for example: body position, correct alignment ⚙️
- identify errors in technique and suggest ways to modify action to improve skill performance ⚙️
- experiment with or observe changes in technique and skill execution to achieve set performance goals, for example: spin and swing bowling, still water and surf swimming ⚙️
- explore and assess the dynamic nature of technique, for example: double-handed backhand in tennis, performing in time to the music/tempo ⚙️

Strategies and tactics

Students:

- design, perform and evaluate strategies and tactics to improve performance, for example:
 - using existing strategies and tactics ⚙️ 📱
 - designing new strategies and tactics to enhance performance ⚙️ 📱
 - using improvisation ⚙️

Analysis and evaluation of performance

Students:

- analyse and evaluate a performance using a variety of methods, for example: feedback, statistics, use of technology, judging criteria, objective or subjective ⚙️ 📱
- provide and apply feedback to improve their own and others' movement performances, for example: written, verbal or visual feedback, with or without the use of technology ⚙️ 📱 🗣️
- use technology in the analysis and evaluation of a performance, for example: slow-motion video to analyse and improve skill execution and performance ⚙️ 📱

Module: Technology, participation and performance

Outcomes

A student:

- › evaluates the characteristics of participation and quality performance in physical activity and sport PASS5-6
- › works collaboratively with others to enhance participation, enjoyment and performance PASS5-7
- › analyses and appraises information, opinions and observations to inform physical activity and sport decisions PASS5-10

Related Life Skills outcomes: PASSLS-6, PASSLS-7, PASSLS-10

Content overview












This module evaluates the role technology plays in physical activity and sport. Students assess the impact technology has had on sport and the ethical implications technology can have on access and equity for participants and performers. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this module can be enhanced by integrating content from the following modules: Body systems and energy for physical activity; Participating with safety; Lifestyle, leisure and recreation; Opportunities and pathways in physical activity and sport; Issues in physical activity and sport; or Coaching.

Content

Contribution of technology to participation and performance

Students:

- describe the contribution of technology to participation and performance, for example:
 - preparation, eg heart-rate monitoring, technique analysis  
 - performance, eg clothing, equipment, playing surfaces 
 - judging, officiating, eg video replay, hawkeye, touch pads 
 - participation, eg adaptive equipment, assistive technology 
- identify and discuss the widespread applications of technology in physical activity and sport, for example: create a timeline of use of technology in a selected sport  
- examine through research and practical participation how technology is used in a selected physical activity or sport  
- investigate how technology has increased participation in sport, for example: gaming platforms, assistive technology for people with disability  

Impact of technology

Students:

- research and analyse the impact of technology on a range of aspects that relate to physical activity and sport, for example:
 - levels of participation, eg team registration 🖥️
 - improved standards ⚖️
 - levels of enjoyment 🧑🏻
 - spectator appeal 🧑🏻
 - injury rehabilitation ⚖️
 - safety, eg weather forecasting, thermal clothing, protective equipment 🖥️
- compare and assess the positive and negative impact of technology on physical activity and sport, for example: swimming garments, video referee ⚙️ ⚖️ 🖥️
- analyse how the media have used technology to enhance spectator appeal, for example: camera droids, livestream broadcasting, interactive viewing, video referee/umpire ⚙️ 🖥️ 🗣️

Ethical implications of technology

Students:

- discuss the ethical implications of technology in regard to a range of participation and performance issues, for example:
 - comparability of performances, eg advantage in use of specific equipment ⚖️
 - access and equity, eg unaffordable sporting equipment for poorer participants, access to state-of-the-art facilities ⚖️
 - illegal use of technology, eg drug masking ⚖️
 - media, marketing and profit, eg social media and merchandise ⚙️
 - copyright and intellectual property ⚖️
- discuss the degree to which technology has created equity for participants in physical activity and sport, for example: participation in specific activities or sports, impact of drug testing, assisting referees and umpires in decision-making, access to training techniques, equipment and clothing, access and inclusion for people with disability ⚖️ 🗣️ 🧑🏻 🧑🏻

Evaluation and management of technology

Students:

- identify the groups responsible for monitoring technological advances 🖥️
- evaluate rule modifications to reduce impact of technology ⚙️ 🗣️
- make judgements on the suitability of new physical activity and sport technologies by critically analysing products or reviews ⚙️ 🗣️
- propose and evaluate strategies that could limit or enhance future technological advances ⚙️ 🗣️
- predict future technologies for participation, performance and the impact or implications these may have on physical activity and sport ⚙️

Module: Event management

Outcomes

A student:

- › demonstrates actions and strategies that contribute to active participation and skilful performance PASS5-5
- › works collaboratively with others to enhance participation, enjoyment and performance PASS5-7
- › displays management and planning skills to achieve personal and group goals PASS5-8
- › analyses and appraises information, opinions and observations to inform physical activity and sport decisions. PASS5-10

Related Life Skills outcomes: PASSLS-5, PASSLS-7, PASSLS-8, PASSLS-10

Content overview

This module investigates the structures and formats of events and the skills and roles available to put on an event. Students apply their knowledge and skills of event management to plan, promote, conduct and evaluate an event. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this module can be enhanced by integrating content from the following modules: Participating with safety; Australia's sporting identity; Lifestyle, leisure and recreation; Promoting active lifestyles; or Coaching.

Content

Structures and formats

Students:

- investigate types of structures and formats and justify the most suitable type for a variety of physical activity and sporting events, for example:
 - knockout, round robins and pools 📅
 - carnival of events, eg athletics ⚙️
 - handicapping and seeding 📅
 - expeditions 🗺️
 - tabloid reports 📰
- design a schedule or draw for an event and propose modifications that could be made to promote participation and enjoyment for all involved 📅 🧑🏫

Enterprise, organisational skills and roles in event management

Students:

- describe the personal skills and qualities required for effective event management, for example:
 - communication, teamwork and leadership 🧑🏫
 - flexibility and innovation 🧑🏫
 - time management 📅 📅
 - managing others and delegating responsibilities 🧑🏫
 - financial planning and budgeting 📅 ⭐
 - promotion and sponsorship ⭐

- select and research a major event and evaluate the following aspects:
 - structure/format used, eg knockout or pool events 🏆
 - leadership and management roles 🧑
 - role of volunteers ⭐
 - promotional strategies ⚙️
 - finances, budgeting and sponsorship 💻 📄
 - inclusion of cultural protocols, eg Acknowledgement of Country or Welcome to Country 🙌
 - accessibility for participants, spectators, eg parking and seating 🚗 ⚙️
 - introduction of innovative ideas, eg engaging new audiences or using new technologies ⚙️
- investigate roles available in event management and outline the responsibilities and requirements of their roles, for example: coach, trainer, official, referee, choreographer, group leader 📄 🏆 ⭐
- discuss the factors that contribute to maximising participation and promoting enjoyment 🏆 🧑

Planning, conducting and evaluating

Students:

- analyse requirements necessary to successfully manage an event, including planning, conducting and evaluating, for example:
 - requirements before the event, eg venue booking, park or council permits, role allocating, sponsorship, promotion ⚙️ 💻 🧑
 - requirements during the event, eg cultural protocols, safety, staffing, security, crowd control, monitoring progress, adaptability and flexibility ⚙️ 🧑
 - requirements after the event, eg evaluation, presentations, notification of results, clean-up ⚙️
- plan and conduct a selected physical activity or sporting event, implementing key components in organisation, including:
 - allocating and adopting specific roles and responsibilities ⭐
 - designing and implementing a schedule/draw 📄
 - conducting the event 🧑
 - evaluating the event ⚙️ 🧑
 - using technology where appropriate 💻

Years 7–10 Life Skills Outcomes and Content

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *Physical Activity and Sports Studies Content Endorsed Course 7–10 Syllabus*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to teaching, learning and assessment activities.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the [collaborative curriculum planning process](#).

The following points need to be taken into consideration:

- students are required to demonstrate achievement of one or more Life Skills outcomes
- specific Life Skills outcomes should be selected based on the needs, strengths, goals, interests and prior learning of each student
- achievement of an outcome may be demonstrated through selected Life Skills content
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- [Personal Development, Health and Physical Education](#)
- [Special education](#)
- [Life Skills](#).

Years 7–10 Life Skills Outcomes

Table of objectives and outcomes

Knowledge and understanding

Objectives

Students:

- develop a foundation for efficient participation and performance in physical activity and sport

Life Skills outcomes A student:
PASSLS-1 identifies factors that affect health and fitness
PASSLS-2 explores the benefits of participating in a range of physical activities and/or sports

Objectives

Students:

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

Life Skills outcomes A student:
PASSLS-3 explores the ways in which physical activity and sport are part of everyday life in Australia
PASSLS-4 investigates ways to participate in physical activity and/or sport contexts

Objectives

Students will:

- enhance the participation and performance of themselves and others in physical activity and sport

Life Skills outcomes

A student:

PASSLS-5

demonstrates skills and strategies for participation in physical activity and/or sport

PASSLS-6

investigates factors that enhance participation in physical activity and/or sport

Skills**Objectives**

Students will:

- develop the personal skills to participate in physical activity and sport with confidence

Life Skills outcomes

A student:

PASSLS-7

collaborates with others when participating in a range of activities

PASSLS-8

plans to achieve personal and group goals

PASSLS-9

performs movement skills with increasing confidence

PASSLS-10

demonstrates decision-making skills in physical activity and/or sport contexts

Values and attitudes

Students:

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

Years 7–10 Life Skills and Related Syllabus Outcomes

Knowledge and understanding

Objective

Students:

- develop a foundation for efficient participation and performance in physical activity and sport

Life Skills outcomes A student:	Related Stage 5 outcomes A student:
PASSLS-1 identifies factors that affect health and fitness PASSLS-2 explores the benefits of participating in a range of physical activities and/or sports	PASS5-1 discusses factors that limit and enhance the capacity to move and perform PASS5-2 analyses the benefits of participation and performance in physical activity and sport

Objective

Students:

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

Life Skills outcomes A student:	Related Stage 5 outcomes A student:
PASSLS-3 explores the ways in which physical activity and sport are part of everyday life in Australia PASSLS-4 investigates ways to participate in physical activity and/or sport contexts	PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives

Objective

Students:

- enhance the participation and performance of themselves and others in physical activity and sport

Life Skills outcomes A student:	Related Stage 5 outcomes A student:
PASSLS-5 demonstrates skills and strategies for participation in physical activity and/or sport PASSLS-6 investigates factors that enhance participation in physical activity and/or sport	PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport

Skills**Objective**

Students:

- develop the personal skills to participate in physical activity and sport with confidence

Life Skills outcomes A student:	Related Stage 5 outcomes A student:
PASSLS-7 collaborates with others when participating in a range of activities PASSLS-8 plans to achieve personal and group goals PASSLS-9 performs movement skills with increasing confidence PASSLS-10 demonstrates decision-making skills in physical activity and/or sport contexts	PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance PASS5-8 displays management and planning skills to achieve personal and group goals PASS5-9 performs movement skills with increasing proficiency PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Years 7–10 Life Skills Content

The Years 7–10 Life Skills content is suggested.

Content describes the intended learning for students as they work towards achieving one or more of the Life Skills outcomes. It provides the foundations for students to progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about the choice of outcomes and selection of content regarding the sequence, emphasis and any adjustments required based on the needs, strengths, goals, interests and prior learning of students. Examples provided in the content are suggestions only. Teachers may use the examples provided or use other examples to meet the particular needs of individual students.

Areas of study

The following areas of study provide possible frameworks for addressing the Life Skills outcomes and content, and are suggestions only. Teachers have the flexibility to develop topics that will meet the needs, strengths, goals, interests and prior learning of their students.

- Foundations of physical activity
- Physical activity and sport study
- Enhancing participation and performance.

Movement applications

Where appropriate, students should be provided with opportunities to engage in selected physical activity and sport movement applications. Some students with special education needs may require adjustments, including the use of adaptive equipment and/or additional support in order to engage in physical activity and sport movement applications.

Schools should also 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 providing opportunities for physical activity and sport movement applications. Further information can be found in the [Organisation of Content](#).

Skills

Where appropriate, students should be provided with opportunities to develop the skills of communicating, decision-making, interacting, moving, planning and problem-solving through the Physical Activity and Sports Studies Content Endorsed Course Years 7–10 Life Skills outcomes and content. Further information can be found in the [Organisation of Content](#).

Area of Study 1 – Foundations of physical activity

Outcomes

A student:

- › identifies factors that affect health and fitness PASSLS-1
- › explores the benefits of participating in a range of physical activities and/or sports PASSLS-2
- › collaborates with others when participating in a range of activities PASSLS-7
- › plans to achieve personal and group goals PASSLS-8
- › performs movement skills with increasing confidence PASSLS-9
- › demonstrates decision-making skills in physical activity and/or sport contexts PASSLS-10

Related Stage 5 outcomes: PASS5-1, PASS5-2, PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10

Content overview

Students learn about the roles of body systems and their contribution to efficient movement. They explore one or more movement applications to develop an understanding of the relationship between body systems and movement.

Students learn about nutrition and recognise the importance of energy and hydration for physical activity. Students explore how nutrition supports good health and wellbeing. They develop an understanding of the relationship between physical activity and fitness and explore ways to increase both planned and incidental activity to achieve health and wellbeing goals.

Students learn about fundamental movement skills and apply movement skills in various contexts. Students recognise the role of feedback and how feedback and practice are used to improve movement skills.

Students recognise issues of safety and risk management when participating in physical activity. They engage with basic first aid principles including DRSABCD. Teaching and learning programs should include relevant aspects of this module in all units where there is practical activity, and safety is a consideration.

Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this area of study can be enhanced by integrating content from the following modules: Physical activity and sport in society; and Enhancing participation and performance.

Content

How body systems are required for movement

Students:

- recognise bones, muscles and joints in our body, for example:
 - major bones, eg femur, tibia, fibula, patella, humerus, radius, ulna
 - muscles, eg biceps, triceps, deltoids, quadriceps, hamstrings, calf muscles, gluteus maximus, rectus abdominis
 - joints, eg ball and socket, hinge

- identify bones, muscles and joints that help us move
- explore how bones, muscles and joints help us move, for example: 🖐️
 - make models of bones, muscles and joints ⚙️
 - view video simulations of simple movements 🖥️
 - demonstrate movements using a range of bones, muscles and joints 🧩
- identify what happens to the heart and lungs when we participate in physical activity
- participate in physical activity of varying intensity and duration to explore the effects on the heart and lungs ⚙️

The importance of nutrition for energy and physical activity

Students:

- explore the need for appropriate nutrition to provide energy for physical activity and/or sport
- explore the need for appropriate fluid intake before, during and after participation in physical activity
- identify the factors that contribute to fluid loss during physical activity, for example:
 - high temperatures
 - humidity
 - alcohol or drug consumption
- outline some symptoms of dehydration, for example: 🖥️ 🖐️
 - low energy levels
 - digestive problems
 - joint pain
 - dryness of mouth and skin
 - distressed muscles
 - headaches
 - muscle cramps
- describe ways to stay hydrated when engaging in physical activity and/or sport, for example: ⚙️
 - increase fluid intake before, during and after physical activity by drinking water or sports drinks 🧴
 - consume food high in water, eg fruit

Physical activity and fitness

Students:

- explore ways to be physically active ⚙️
- explore physical activity they enjoy that can assist in developing physical fitness ⚙️
- participate in appropriate physical activity to recognise the essential components of physical fitness required to perform, for example: ⚙️ 🧩
 - soccer
 - tennis
 - basketball
 - powerwalking
 - cycling
- explore ways to be active in the home using available and appropriate equipment, for example:
 - stairs
 - skipping ropes
 - online fitness videos and apps 🖥️
- participate in physical fitness routines and/or training programs using aspects of the FITT principle 🧩 🧩

- participate in a training program that aims to develop skill-related components of fitness most relevant to a specific context, for example:
 - agility for netball or soccer 🏐 🏈
- explore the positive and negative effects of fitness measurement when participating in physical activity and sport, for example: ⚖️ 📊
 - positive: safety; training focus, eg goal-setting, training targets; motivation, feedback, reward
 - negative: de-motivation; intrusive; uncomfortable; embarrassment

The factors that influence participation in physical activity

Students:

- identify influences on physical activity choices, for example: 🌐
 - individual factors, eg age, experience, ability, interests
 - socioeconomic factors, eg education levels, cost 💰
 - sociocultural factors, eg friends, culture 🌐 🏠
 - environment, eg geographical location, access to resources and technology 🌐 📶
- explore ways of building physical activity into a typical day for themselves ⚙️ 📅
- demonstrate behaviours that support appropriate participation in physical activity, for example: 🤝
 - turn-taking
 - following directions or rules
 - cooperating or sharing with others
- investigate the leisure pattern of young people, for example: ⚙️ 🌐 📶
 - identify the levels of physical activity of people in their family, class, school, or sporting club 📊
 - explore influences on young people's participation and choice of leisure options through primary or secondary data ⚙️ 📶 📊
 - consider ways to increase young people's participation in active leisure pursuits 🌐 📶

The ways physical activity affects health and fitness

Students:

- explore the importance of physical activity in maintaining and improving health and fitness, for example: ⚙️
 - being physically active helps maintain fitness
 - being physically active has a range of health benefits, eg weight control, reduced risk of diseases such as diabetes and heart disease, stronger bones and muscles
 - being physically active promotes social interaction with others 🤝 📶
 - being physically active improves mental health and wellbeing 🧠
- identify the recommended guidelines for physical activity for young people, for example:
 - at least 60 minutes of moderate to vigorous intensity physical activity every day 📅
 - a variety of aerobic activities, including some vigorous intensity activity, on at least three days per week 📅
 - activities that strengthen muscle and bone
- participate in suitable individual and group physical activities that promote physical fitness 🤝
- participate in physical activities to distinguish between activities of low intensity, moderate intensity and vigorous intensity 📊
- investigate the health benefits of regular physical activity for a selected priority area, for example: ⚙️ 📶
 - mental health, eg reduced anxiety or depression, increased sense of belonging, inclusion 🧠 🤝
 - diabetes, cardiovascular disease

- identify the similarities and differences between physical activity for health and physical activity for fitness, for example: ⚙️👉
 - incorporating regular, moderate and varied physical activity aims to improve health outcomes, while progressive, tailored and measured physical activity can help you to achieve fitness and performance benefits

Developing movement skills

Students:

- engage in or observe a range of physical activities that develop fundamental movement skills, for example: 🧑🏻🏃
 - balance skills
 - locomotor skills
 - ball skills
- identify movement skills that can be applied effectively in different physical activity and sport contexts, for example: ⚙️
 - throwing, catching or striking balls of different sizes 🏀
 - balance skills
- plan ways of including movement and/or physical activity into a typical day, for example: ⚙️🏠🧑🏻
 - using the stairs instead of a lift
 - walking to school instead of catching the bus or train
 - doing household chores on a daily basis
- develop and/or participate in physical activity plans that assist in increasing levels of physical fitness ⚙️👉🏠
- practise and demonstrate movement in a range of contexts, for example: 🧑🏻
 - dance
 - aquatics
 - games
 - gymnastics
- participate in a range of individual and/or group physical activities to develop movement skills, including activities from Aboriginal, Torres Strait Islander and a range of other cultures 🇺🇸🇦🇺🇯🇵
- participate in a range of modified physical activities to demonstrate transfer of movement skills, for example: 🧑🏻
 - throwing and catching, eg basketball and netball
 - batting, eg cricket and softball
 - running, eg sprinting and soccer
- demonstrate and practise specific movement skills, for example: 🏠
 - an overarm throw
 - tennis serve
 - jumping
 - balancing
- explore the role of practice in enhancing performance, for example: ⚙️
 - the benefits of practising particular skills in a sport
 - the ways in which visualisation can be used to enhance performance

The benefits of mastering fundamental movement skills

Students:

- explore how fundamental movement skill levels affect participation, for example: ⚙️🧑🏻
 - attitude and motivation to participate
 - likelihood of continued participation
 - success in a range of physical activities
- participate in activities that require fundamental movement skills

- provide feedback to peers in relation to their movement skills 🗣️👤
- consider feedback in relation to their own movement skills and plan ways to improve, for example: ⭐
 - set or review goals based on feedback 🗣️
 - establish strategies for monitoring future progress

Nutritional planning for health and physical activity

Students:

- recognise the general nutritional needs for healthy living and physical activity 🗣️
- identify nutrient requirements for young people who engage in physical activities, for example: 📋
 - including a wide variety of nutritious foods in their daily diet, eg complex carbohydrates, vegetables (including legumes) and fruit
 - eating a diet low in fat and in particular, low in saturated fat
 - drinking water to improve fluid intake
 - eating only a moderate amount of sugars and foods containing added sugars
 - choosing foods low in sodium
 - eating foods containing calcium
 - eating foods containing iron
- explore nutritional information related to physical activity, for example: ⚙️📋🗣️📋
 - dietary guidelines for children and adolescents engaging in physical activity to balance food intake and healthy growth ⚙️🌐🗣️📋
 - online nutrition and physical activity calculators 📋📋
- identify a range of nutritional products that provide a compact fuel source during physical activity 🗣️
- identify factors to consider when planning nutritional intake for physical activity, for example:
 - cost 📋
 - time available to prepare and cook meals 📋
 - support or assistance required to prepare meals
- describe a basic nutritional plan which outlines food and fluid intake required before, during and after physical activity such as going to the gym, bushwalking, or playing a team sport ⚙️🗣️📋

Risk in physical activity and sport

Students:

- identify various risk environments and risk behaviours related to physical activity and sport, for example:
 - facilities and equipment
 - the environment (weather) 🌧️
 - medical conditions, eg asthma, epilepsy, low iron levels
- identify factors that increase risk in physical activity and sporting environments, for example: ⚙️
 - playing surfaces 🌧️
 - inaccessible equipment
- identify factors that can influence risk behaviours in physical activity and sport, for example: ⚙️⚖️
 - not following the rules
 - drug use
 - incorrect use of equipment
- explore risk factors in a range of physical activity or sport contexts, for example: 🌧️⚙️
 - bushwalking
 - swimming in the surf
 - playing soccer in the local park
 - using gym equipment

- identify sources of advice or support when planning for safe participation in physical activity and sport, for example: 🗣️ 🧑‍🚒
 - weather forecasts
 - paramedics/first aid officer
 - ocean and pool lifeguards
 - coaches, trainers

Safe participation in physical activity and sport

Students:

- identify ways to participate safely in physical activity and sport, for example: 🗣️
 - inspecting the playing area before participation 🏃
 - engaging in warm-up and cool-down activities
 - using safety equipment
 - observing rules
 - use of protective clothing and equipment
- explore ways to increase safe participation in physical activity for particular groups, such as children, people with disability, for example:
 - use of adapted equipment 🖨️
 - position or role in the team
 - modified rules
- identify injuries that require specialised treatment and/or an ambulance
- demonstrate strategies to assist an injured person, for example: ⚙️ 🗣️
 - dialling 000 and requesting an ambulance 📞 🧑‍🚒
 - assess the situation ⚙️
 - identify the nature of injury or illness
 - stay with the injured person
- demonstrate appropriate treatment for injuries and conditions which may occur in a physical activity or sport context, for example: ⚙️ 📺 ⭐
 - immediate management techniques, eg DRSABCD
 - apply at least one step of the TOTAPS injury assessment procedure to determine the nature and extent of injuries in simulated scenarios
 - injury rehabilitation

Area of Study 2 – Physical activity and sport in society

Outcomes

A student:

- › explores the ways in which physical activity and sport are part of everyday life in Australia PASSLS-3
- › investigates ways to participate in physical activity and/or sport contexts PASSLS-4
- › collaborates with others when participating in a range of activities PASSLS-7
- › plans to achieve personal and group goals PASSLS-8
- › performs movement skills with increasing confidence PASSLS-9
- › demonstrates decision-making skills in physical activity and/or sport contexts PASSLS-10

Related Stage 5 outcomes: PASS5-3, PASS5-4, PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10

Content overview

Students explore physical activity and sport in Australian society and how they contribute to our Australian identity. Students develop an understanding of the value of leisure and recreation activities in our community and recognise these as viable and rewarding forms of physical activity.

Students learn about physical activity and sport for a selected population group, such as Aboriginal and Torres Strait Islander Peoples, people with disability, young people or the aged. In delivering this content, teachers need to be aware of the sensitivities associated with specific groups.

Students explore opportunities and career pathways in sport, physical activity and the recreation industry. Students learn about the roles within each context and recognise the benefits and opportunities available.

Students engage with issues in physical activity and sport. These may be selected from broad categories such as drugs, violence, obesity, media, politics, gender, inequity, amateurism, reduction in participation rates, sponsorship and the law.

Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this area of study can be enhanced by integrating content from: Foundations of physical activity; and Enhancing participation and performance.

Content

Ways in which physical activity and sport are part of our way of life in Australia

Students:

- recognise physical activities and sports undertaken in Australia 🇦🇺
- identify significant sporting events in Australia, for example: 🏏 🏏
 - Melbourne Cup
 - City to Surf
 - Aboriginal Rugby League Knockout
 - Test cricket
 - national netball league
 - National Indigenous Tertiary Education Games
 - football competitions
 - Australian Tennis Open
- identify how physical activity and sport in Australia have changed over time ⚙️ 📅 🇦🇺
- explore possible changes in participation in physical activity and sport in Australia, for example: ⚙️ 📅
 - an increase in the participation of women in a particular activity or sport ♀
 - an increase in the number of younger or older people participating in a particular activity or sport ♀
- explore the diverse range of sporting cultures in Australia, for example: 🇦🇺 ♀
 - the ways in which physical activity and sport, such as the Olympics, Paralympics, State of Origin, Aboriginal Rugby League Knockout, national netball league, contribute to Australian life and culture 🇦🇺 🌐 🇦🇺 ♀
- identify specific groups that have contributed to our sporting identity, for example: 🌐
 - Aboriginal and Torres Strait Islander Peoples 🇦🇺
 - women ♀
 - people with disability ♀
- identify Australia's performance in international sporting events and investigate how this has an impact on the sport in Australia, for example: ⚙️ 📅 🇦🇺
 - improved community attitudes and support
 - more funding for local sporting clubs and associations
 - increased participation in the community
- recognise spectators at sporting events
- identify the role of spectators in sports 🇦🇺
- identify rules for spectators at school or a local community sport
- explore the contributions of spectators to a specific sporting team in Australia 🇦🇺

Participating in leisure and recreation activities

Students:

- recognise leisure and recreation activities 🎁
- identify leisure and recreational activities they participate in or would like to participate in 🎁
- identify popular leisure and recreational activities in Australia 🌐 🇦🇺
- explore the benefits of leisure and recreation ⚙️ 📅
- identify and locate preferred leisure and recreational opportunities in their local area 📍 📄 🇦🇺
- participate in a range of activities defined as leisure and recreational pursuits, for example: 🎁
 - bushwalking 🌿
 - fishing 🐟
 - camping 🏕️

- investigate the perceptions individuals within their family, school and/or community hold about the value of leisure and recreation activities 🌐 🌐 🌐 🌐
- identify the leisure and recreational needs of specific groups, for example: 🌐
 - Aboriginal and Torres Strait Islander Peoples 🌐
 - people with disability
 - women
 - the elderly
 - young people
 - culturally and linguistically diverse groups 🌐
- explore the barriers that may inhibit specific groups from participating in leisure and recreation, for example: 🌐 🌐 🌐
 - time
 - age
 - gender
 - accessibility
 - availability of facilities and services
 - mobility
 - mental health
- identify strategies to enhance the participation of a specific group in leisure and recreation 🌐 🌐 🌐
- explore and/or visit local facilities to increase access for themselves and others to leisure and recreational pursuits 🌐 🌐 🌐 🌐
- explore strategies to increase participation in leisure and recreation activities in the school and local community 🌐 🌐 🌐 🌐

The participation of specific groups in physical activity and sport

Students:

- identify physical activity and/or sport available for different population groups, for example: 🌐
 - Aboriginal and Torres Strait Islander Peoples 🌐
 - people with disability
 - women
 - elderly people
- participate in physical activities or sports for a specific population group 🌐
- identify challenges faced by different population groups in participating in physical activity and sport 🌐
- explore factors that influence physical activity choices of different population groups, for example: 🌐
 - access
 - education
 - cost 🌐
 - self-esteem
 - culture 🌐
 - geographic location 🌐
 - physical attributes
 - skill level
- describe the outcomes of participating in physical activity and sport for a specific population group, for example: 🌐 🌐 🌐
 - social
 - emotional
 - physical
 - cognitive
 - spiritual

- identify strategies to enhance the participation and enjoyment of a specific population group in physical activity or sport, for example: ⚙️
 - creating a broader range of divisions for different levels of ability
 - offering a wider range of competitive opportunities

Paid and unpaid employment in physical activity, sport and recreation industries

Students:

- identify opportunities to participate in physical activity and/or sport as a volunteer or support person, for example: 🧑🏻 🧑🏻 ⚙️
 - sports coach
 - event organiser
 - sporting official
 - referee
- explore the personal characteristics that contribute to being an effective volunteer or support person in physical activity and/or sport 🧑🏻 🧑🏻 ⚙️
- describe the community benefits of voluntary roles in physical activity and/or sport 🧑🏻 🧑🏻
- conduct interviews with volunteers in a selected physical activity or sport and identify the personal benefits of voluntary work, for example: 🧑🏻 🧑🏻 🧑🏻 ⚙️
 - connecting with others
 - opportunities to create social networks
 - improved self-esteem
 - intrinsic satisfaction
 - sense of fulfilment
- participate as a volunteer or support person in a school or local community physical activity or sport 🧑🏻 ⚙️
- identify opportunities for part, full-time and casual employment in the physical activity, sport and recreation industries, for example: ⚙️
 - event organiser
 - umpire/referee
 - fitness leader
 - dance teacher
 - outdoor educator 🌿
- explore one example of paid employment in the physical activity, sport or recreation industries to identify the advantages and disadvantages of this type of employment ⚙️ 🧑🏻 ⚙️
- explore post-school study and career options in physical activity, sport and recreation industries 🧑🏻 ⚙️
- investigate the qualifications and training requirements necessary for volunteer or paid employment in a physical activity, sport or recreational activity of their choice, for example: 🧑🏻 🧑🏻 ⚙️
 - first aid certificate
 - working with children check for volunteers and paid employees
 - Certificate II in Sport Coaching

Leadership roles in physical activity, sport and recreation

Students:

- demonstrate the personal attributes and skills required to perform in a range of physical activity, sport and recreational roles, for example: 🧑 🌟
 - volunteer
 - administrator
 - official
 - referee
 - coach
 - instructor
 - manager
 - player/participant
 - spectator
- identify leadership roles in physical activities, sports and/or recreational pursuits they are familiar with, for example: 🧑 🌟
 - coach of a sports team
 - leader in a hiking or bushwalking group
 - official at the school athletics carnival
 - gym instructor
 - physical activity/sports teacher
- identify positive characteristics of leaders they are familiar with in physical activity, sport or recreation 🌟
- explore their own potential as a leader in the physical activity, sport and recreation industries 🧑

Career pathways in physical activity, sport and recreation

Students:

- identify a range of career pathways in physical activity, sport and recreation 🌟
- investigate a selected career pathway to identify educational and personal requirements, for example: 📋
 - training and qualifications required
 - time and place of work 📅
 - travel requirements 📅
 - skills and attributes required 🧑
- participate in planning to undertake a selected career pathway in physical activity, sport or recreation 📋 🧑

Issues in physical activity and sport

Students:

- identify a range of issues in physical activity and sport, for example:
 - equity ⚖️
 - drug use
 - violence
 - obesity
 - politics
 - media 📺
 - gender 🏳️
 - amateurism
 - sponsorship
 - law 🌟
 - relationships

- investigate a key person or event associated with a selected issue in physical activity or sport, for example: ⚙️ 🎓
 - create a media file of key events 🖥️ 📺
 - investigate historical developments
 - identify factors that influence the issue today
- explore strategies that promote positive outcomes in relation to a selected issue in physical activity or sport ⚙️ ⚖️

Area of Study 3 – Enhancing participation and performance

Outcomes

A student:

- › demonstrates skills and strategies for participation in physical activity and/or sport PASSLS-5
- › investigates factors that enhance participation in physical activity and/or sport PASSLS-6
- › collaborates with others when participating in a range of activities PASSLS-7
- › plans to achieve personal and group goals PASSLS-8
- › performs movement skills with increasing confidence PASSLS-9
- › demonstrates decision-making skills in physical activity and/or sport contexts PASSLS-10

Related Stage 5 outcomes: PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10

Content overview

Students identify opportunities for enhancing physical activity and the roles and responsibilities of individuals and groups in promoting physical activity. Through participating in a range of activities, students develop an understanding of strategies and techniques to make movement experiences more successful.

Students develop an understanding of the role of coaching in physical activity and sport contexts, including qualified coaches where possible. 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.

Students explore the role technology plays in physical activity and sport and recognise ways in which technology can enhance participation and equity in a range of contexts.

Students investigate the structure and format of a variety of physical activity or sporting events and explore the roles and skills required for event management. Students should be given opportunities to plan, conduct and evaluate a physical activity or sporting event.

Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.

The delivery of this area of study can be enhanced by integrating content from Foundations of physical activity; and Physical activity and sport in society.

Content

Skills and strategies for participation in physical activity

Students:

- recognise recreational facilities and settings
- identify local community facilities and resources available for physical activity, for example:
 - sporting clubs
 - school sport
 - Duke of Edinburgh Award

- explore recreational settings that enhance participation in physical activity, for example: 🌳 🏊
 - parks
 - patrolled beaches
 - cycle tracks
 - park fitness circuits
 - aquatic theme parks
- identify local community facilities and settings that enhance participation in physical activity for specific groups, including people with disability
- investigate recreational settings and initiatives designed to increase participation in physical activity 🌳 ⚙️ 🏊
- explore the ways in which a local recreational setting enhances participation in physical activity, for example: 🌳 ⚙️
 - view images of the recreational setting and identify the types of physical activity that could take place there 🏊
 - view a map or image of the recreational setting and discuss the features that make it appealing to community members and/or its cultural significance 🗺️ 📄
 - visit the recreational setting to identify types of physical activity taking place and the features that make it appealing
 - use a recreational setting for its intended purpose and identify the benefits
- demonstrate strategies to initiate or continue participation in incidental, recreational or structured physical activity, for example: 🧑🏫
 - enlisting support of family/friends
 - establishing a routine
- explore individual or group roles and responsibilities for promoting physical activity, for example: 🧑🏫 ⭐
 - the ways in which friends and family members can motivate us to be physically active
 - the role of local organisations such as schools and sporting clubs in promoting community participation in physical activity 🏫
- cooperate with others when participating in a range of activities 🧑🏫
- participate in a range of physical activities they may not have explored before 🧑🏫
- identify products or organisations that provide services that promote physical activity, for example: 🏊
 - health and fitness websites 🗺️
 - physical activity apps 📱
- explore marketing strategies used by organisations to promote physical activity products, for example: ⚙️ 🗺️ 🏊
 - identify strategies used to sell gym memberships, eg discounts, limited time offers, descriptions of services
 - compare marketing strategies used by two or more online fitness programs

The role of coaching

Students:

- recognise a coach as the person training a sporting team
- identify the role of coaches in a sporting team
- identify qualities and characteristics of effective coaches, for example: 🏊
 - knowledge
 - communication skills ⭐
 - fairness ⚖️
- communicate positive personal coaching experiences 🧑🏫
- demonstrate an understanding of ways they can encourage others as part of a team in physical activity and/or sport 🧑🏫 🏊

- investigate strategies used by coaches to support and motivate others, for example: 🗣️
 - interview a local coach about strategies they use 🗣️ 📋
 - engage with media articles on a local, national or international coach to identify strategies used 🗣️
- explore volunteer and formal coaching opportunities and qualifications ⭐
- design a code of conduct for a coach of a familiar physical activity or sport ⚖️ 🗣️
- participate in designing a coaching session for a selected physical activity or sport ⚙️ 🗣️ 📋
- contribute to a coaching session for a selected physical activity or sport, for example: ⭐
 - assist in directing a group dance performance
 - run a warm-up drill for a physical activity
 - provide direction to a teammate when playing a sport
- demonstrate effective coaching styles to enhance movement, positive participation and/or successful performance 📋 ⭐
- participate in conducting coaching sessions for a selected physical activity or sport that includes specific components, for example: ⚙️ 📋
 - introduction/demonstration
 - safety considerations, eg water safety, protective clothing and equipment
 - warm up and cool down
 - skill development and practice

Movement skills, strategies and techniques

Students:

- recognise rules for games, physical activities or sports
- participate in a physical activity or sport to demonstrate an understanding of rules and etiquette ⚖️ ⭐
- participate in games which incorporate rules from different sports, for example: ⚖️ ⭐
 - combining the rules of soccer and softball
- move with increased confidence in physical activity or sport contexts 📋
- identify skills and strategies for participation in physical activity or sport ⚙️
- practise and develop movement skills that enhance performance in physical activity or sport, for example: ⚙️ 📋
 - specialised movement skills, eg fielding a ground ball in softball, performing a grand jete in dance, climbing a rock wall
 - activities that develop movement skills, eg games, relays, isolated skill practice
- demonstrate correct techniques for effective skill execution, for example:
 - body position
 - correct alignment
- identify errors in technique and/or suggest ways to modify action to improve skill performance, for example: ⚙️
 - use technology to review a performance, eg slow-motion video 📺
 - modify their own performance in response to teacher and/or peer feedback 📋

Technology, participation and performance

Students:

- recognise technology used in particular physical activities or sports
- explore how technology is used in a selected physical activity or sport, for example: 📺
 - pedometers
 - heart rate monitors

- explore the positive and negative impact of technology on physical activity and/or sport, for example:
 - preparation, eg heart rate monitoring, technique analysis ⚙️💻
 - performance, eg clothing, equipment, playing surfaces ⚙️💻
 - judging, officiating, eg video replay, touch pads ⚙️💻
- use technology to enhance participation in physical activity and/or sport, for example: 💻
 - mobile devices to track participation in physical activity
- investigate a range of technology applications that enhance participation in physical activity and sport ⚙️📱
- explore how technology can be used by people with disability when participating in physical activity and/or sport
- explore how the media have used technology to enhance spectator appeal, for example: 📱💻
 - unmanned aerial vehicles (UAV), eg drones
 - livestream broadcasting
 - interactive viewing
 - video referee/umpire
- investigate how technology has created equity for participants in physical activity and sport, for example: 💻📱
 - impact of drug testing
 - assisting referees and umpires in decision-making
 - access to training techniques
 - equipment and clothing

Event management

Students:

- identify one or more national or international physical activity or sporting events 🏆
- explore types of structures and formats for a variety of physical activity or sporting events, for example:
 - knockout, round robins and pools
 - carnival of events, eg athletics
 - handicapping and seeding
- design a schedule or draw for a physical activity or sporting event to promote participation and enjoyment 📅📱🏆
- identify roles required in a physical activity or sporting event, for example:
 - coach/trainer
 - official/referee
 - group leader
 - choreographer
 - promotions/marketing
- identify the personal skills and qualities required for effective event management, for example: 🧑🏫
 - communication 🗣️
 - teamwork and leadership ⭐
 - time management 📅
 - managing others 🧑🏫⭐
 - financial planning and budgeting 💰
 - promotion 📣
 - technology skills 💻

- investigate a major physical activity or sporting event, for example: ⚙️ 🎓
 - identify the structure/format used, eg knockout or pool events
 - explore leadership and management roles 🧑 👤
 - recognise the role of volunteers 🧑 👤
 - design promotional strategies 📣
 - explore the impact of sponsorship
- investigate roles available in event management ⚙️ 🎓
- participate in planning and/or conducting a school or local physical activity or sporting event, for example: ⚙️ 📅 ⭐
 - allocating and adopting specific roles and responsibilities 🧑 👤
 - designing and implementing a schedule/draw 📅
 - conducting the event
 - evaluating the event ⚙️

Assessment

Standards

The NSW Education Standards Authority (NESA) *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 three interrelated elements:

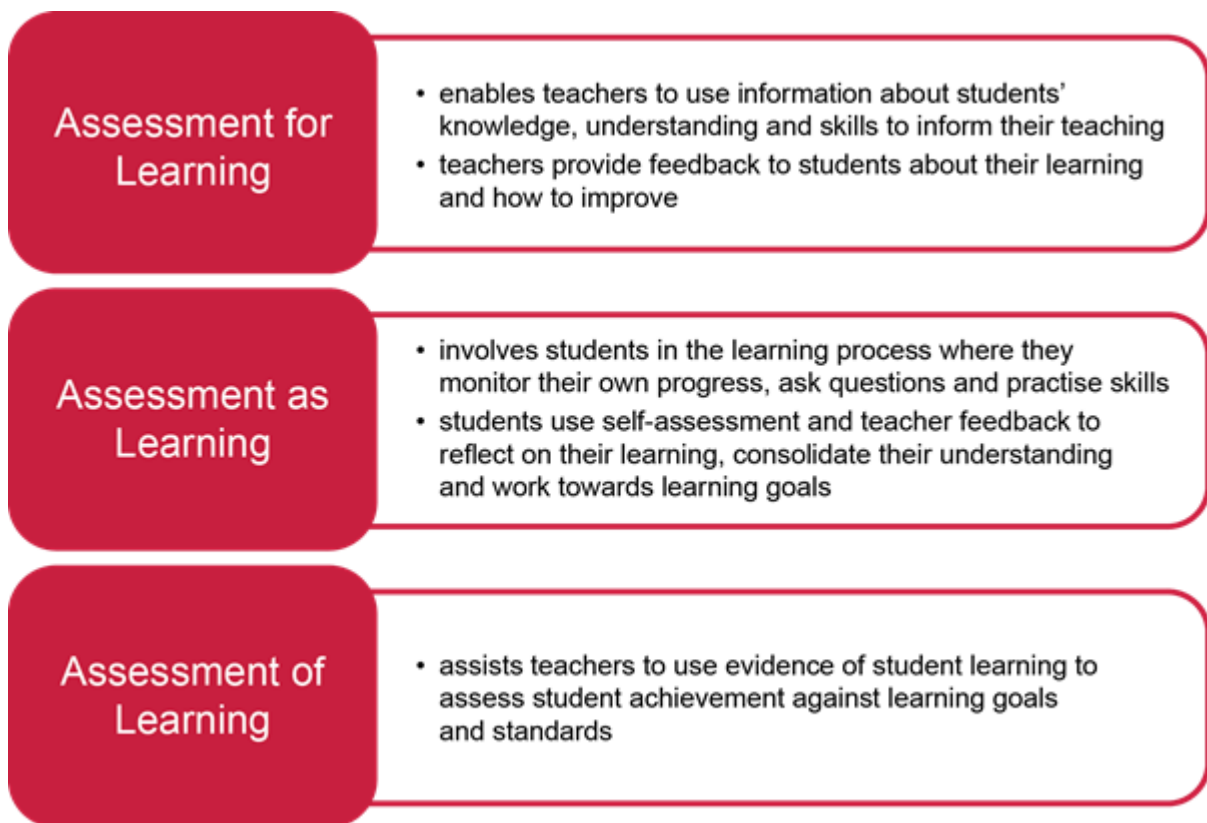
- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the NESA Assessment Resource Centre (ARC) website that provide examples of levels of achievement within a Stage.

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.

Assessment

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

Assessment for Learning, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The NESA Years K–10 syllabuses particularly promote *Assessment for Learning* as an essential component of good teaching.



Further advice on programming and appropriate assessment practice is provided on the NESA website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

Assessment for students with special education needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- adjustments to the assessment process, for example: scaffolded instructions, additional guidance provided, highlighted key-words or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example: rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example: written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of [collaborative curriculum planning](#).

Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- [Personal Development, Health and Physical Education](#)
- [Special education](#)
- [Life Skills](#).

Reporting

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

Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points 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.

Descriptions of student achievement provide schools with a useful tool to report consistent information about student achievement to students and parents/carers, and to the next teacher to help plan the future steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student's achievement to a description. Teachers use the Common Grade Scale (A–E) or equivalent to report student levels of achievement from Stage 1 to Stage 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.

Glossary

Glossary term	Definition
Aboriginal and Torres Strait Islander Peoples	<p>Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, and are associated with island territories to the north of Australia's Cape York which were annexed by Queensland in 1879.</p> <p>An Aboriginal and/or Torres Strait Islander person is someone who:</p> <ul style="list-style-type: none"> • is of Aboriginal and/or Torres Strait Islander descent • identifies as an Aboriginal person and/or Torres Strait Islander person, and • is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live.
adaptive equipment	Specific equipment to enhance or enable a person with disability to participate in physical activities or sports. This may also include assistive technology.
collaborative/ collaboratively	Working with others towards a shared goal, through a variety of modes of communication. This may be achieved using a range of technologies, tools and processes.
disability	<p>An umbrella term for any or all of the following components:</p> <ul style="list-style-type: none"> • impairments: challenges in body function or structure • activity limitations: difficulties in executing activities • participation restrictions: challenges an individual may experience in involvement in life situations.
diverse/diversity	Differences that exist within a group, eg age, sex, gender, gender expression, sexuality, ethnicity, ability/disability, body shape and composition, culture, religion, learning differences, socioeconomic background, values and experience.
fair play	Participation in sport should be based on the concepts of fairness, fun, sportsmanship, respect, safety, and personal and collective responsibility.
fitness	A measure of the body's ability to function efficiently, effectively and without injury in everyday activities, to pursue recreational activities and to cope with emergency situations.
FITT principle	The FITT principle is an acronym used to guide personal exercise programs for optimal effect. FITT stands for frequency, intensity, time (duration) and type (cardiovascular or muscle-building) and involves varying these elements of a program based on individual needs and goals.
fluid replacement	Administration of liquids to correct fluid, electrolyte and acid-base imbalances. The deficit may be physiological, eg as a result of heavy sweating; pathological, eg severe vomiting; or metabolic, eg adrenal insufficiency.

Glossary term	Definition
fundamental movement skills	<p>The building blocks or foundations of human movement or precursor movement patterns to more specialised skills in physical activity contexts such as games, sports, dance, gymnastics, aquatics and recreation activities. They provide the foundation for confident and competent participation in a range of physical activities leading to a lifetime of physical activity. The fundamental movement skills to be developed through PDHPE include:</p> <ul style="list-style-type: none"> • non-locomotor skills (body control, body positioning, spatial awareness, direction, force, precision), eg bending, stretching, twisting, turning, swinging, inverted supports, landing/stopping and balancing • locomotor skills (travel, rhythm, body control, coordination, safe landing, agility, direction, object locomotion), eg rolling, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping • object control (body positioning, rotation, force, distance and precision), eg striking, passing, catching, trapping, rolling, bouncing, throwing, kicking and dribbling an object • stability/body control (spatial and effort awareness, balance, coordination), eg static balance • sequencing/combination skill, eg connects a variety of skills to perform movement sequences, transitions from one skill to another.
health	A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity (World Health Organization 1948).
health-related fitness	Activities done to improve physical health and its components, such as cardiovascular fitness, flexibility, muscular endurance, strength and body composition.
hydration	The absorption or replacement of water in the body.
Indigenous cultural and intellectual property	Includes objects, sites, cultural knowledge, cultural expression and the arts belonging to a particular Indigenous group or to Indigenous people as a whole or their territory, that have been transmitted or continue to be transmitted through generations (see intellectual property).
individual/group/team physical activities	<p>Contexts for participation in movement activities:</p> <ul style="list-style-type: none"> • individual: activities in which an individual participates on one's own • group: casual and non-competitive activities that have a focus on enjoyment, fitness, health • team: activities in which individuals are organised into opposing teams to compete against each other. They are competitive and have a focus on winning, eg cricket, basketball, soccer, football, athletics, netball.
intellectual property	Non-material assets such as forms of cultural expression that belong to a particular individual or community. Intellectual property rights refer to the rights that the law grants to individuals for the protection of creative, intellectual, scientific and industrial activity, such as inventions (see Indigenous cultural and intellectual property).

Glossary term	Definition
intensity (exercise)	Intensity refers to how much energy is expended when exercising. Perceived intensity varies with each person. It has been found that intensity has an effect on what fuel the body uses and what kind of adaptations the body makes after exercise.
interrelationships	A logical or natural association between two or more things.
leisure	Time when one is not working or otherwise occupied; free time. Leisure activities could include skating, swimming, walking, golf.
lifelong physical activities	Those sports and leisure-time activities performed individually or in small groups (typically four or fewer people) that involve minimal structure, avoid physical contact, are characterised by varying levels of intensity and competition and may be easily carried into adulthood and old age, eg swimming, tai chi, yoga, Pilates, bushwalking, recreational cycling and resistance training.
locomotor skills	Locomotor movement is when you move from one place to another. Locomotor skills include walking, climbing, rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, floating and moving the body through water to safety.
movement skills	A combination of fundamental, specialised and tactical skills that enable people to engage in and enjoy regular, vigorous physical activity.
muscular endurance	Ability of muscles to exert tension over an extended period of time.
non-locomotor skills	Moving on the spot without any change in location. These skills include bending, stretching, twisting, turning, swinging, inverted supports, landing/stopping and balancing.
nutrition	The intake of food, considered in relation to the body's dietary needs.
obesity	A condition in which body fat stores are enlarged to an extent which impairs health. Defined as a body mass index greater than 30.0.
overweight	A condition in which body fat stores are enlarged to an extent which impairs health. Defined as a body mass index between 25.0 and 29.9.
physical activity	Body movement that is produced by a contraction of skeletal muscle and that increases energy expenditure. 'Physical activity' is a broad term that includes playing sport; exercise and fitness activities such as dance, yoga and tai chi; everyday activities such as walking to work, household chores and gardening; and many other forms of active recreation.
practice	Repeated exercise in or performance of an activity or skill so as to acquire or maintain proficiency in it.
recreation	An activity in which people enjoy participating during their free time. Recreation is often recognised as having socially worthwhile qualities. Active recreation requires physical exertion.

Glossary term	Definition
risk	Taking action to evoke a feeling of uncertainty or fear, with the possibility of a positive outcome (positive risk) or negative outcome (negative risk).
skill-related fitness	Activities or training to improve the components of fitness which help individuals improve performance in a specific activity or sport, such as agility, balance, coordination, reactions, rhythm, power and speed.
specialised movement skills	Movement skills that are task specific and are required in more organised games and activities. Examples of specialised movement skills include fielding a ground ball in softball, climbing a rock wall and performing a grapevine step in dance.
sport	A human activity that has physical exertion, skills, tactics and strategies as a primary focus, with elements of competition, and for which rules and patterns of behaviour governing an activity exist formally through organisations.
strategies	A plan or set of ideas. These are usually developed before beginning a task or activity to successfully achieve a goal or outcome.
tactics	An action or strategy carefully planned to achieve a specific end. Applied in every instance in a game.
technique	Movement patterns such as throwing, catching, kicking. Technical ability is one aspect of skilled performance.
TOTAPS	An acronym used as a sports injury assessment procedures. It stands for Touch, Observe, Talk, Active movement, Passive movement and Skill test.
transfer	Move from one place to another.
vigorous (exercise)	Physical activities which increase breathing and heart rate.
wellbeing	A sustainable state characterised by predominantly positive feelings, attitudes and relationships. It involves resilience, self-efficacy and a high level of satisfaction with self.