Physical Education 2019 v1.3

General Senior Syllabus

This syllabus is for implementation with Year 11 students in 2019.

Queensland Government | Queensland Curriculum & Assessment Authority

For all Queensland schools

171037

Contents

1 Course overview

1.1 Introduction

1.1.1 Rationale

The knowledge, understanding and skills taught through Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Development of the physical, intellectual, social and emotional capacities necessary in the strands of 'Movement and physical activity' and 'Personal, social and community health' is a key component of the P–10 Australian Curriculum: Health and Physical Education. It provides the foundations for learning and alignment to the Physical Education and Health senior syllabuses to build increasingly complex and developmental courses of study in the senior years.

In Physical Education, Arnold's seminal work (1979, 1985, 1988) provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in movement contexts (Brown & Penney 2012; Stolz & Thorburn 2017). Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of the dimensions. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity.

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

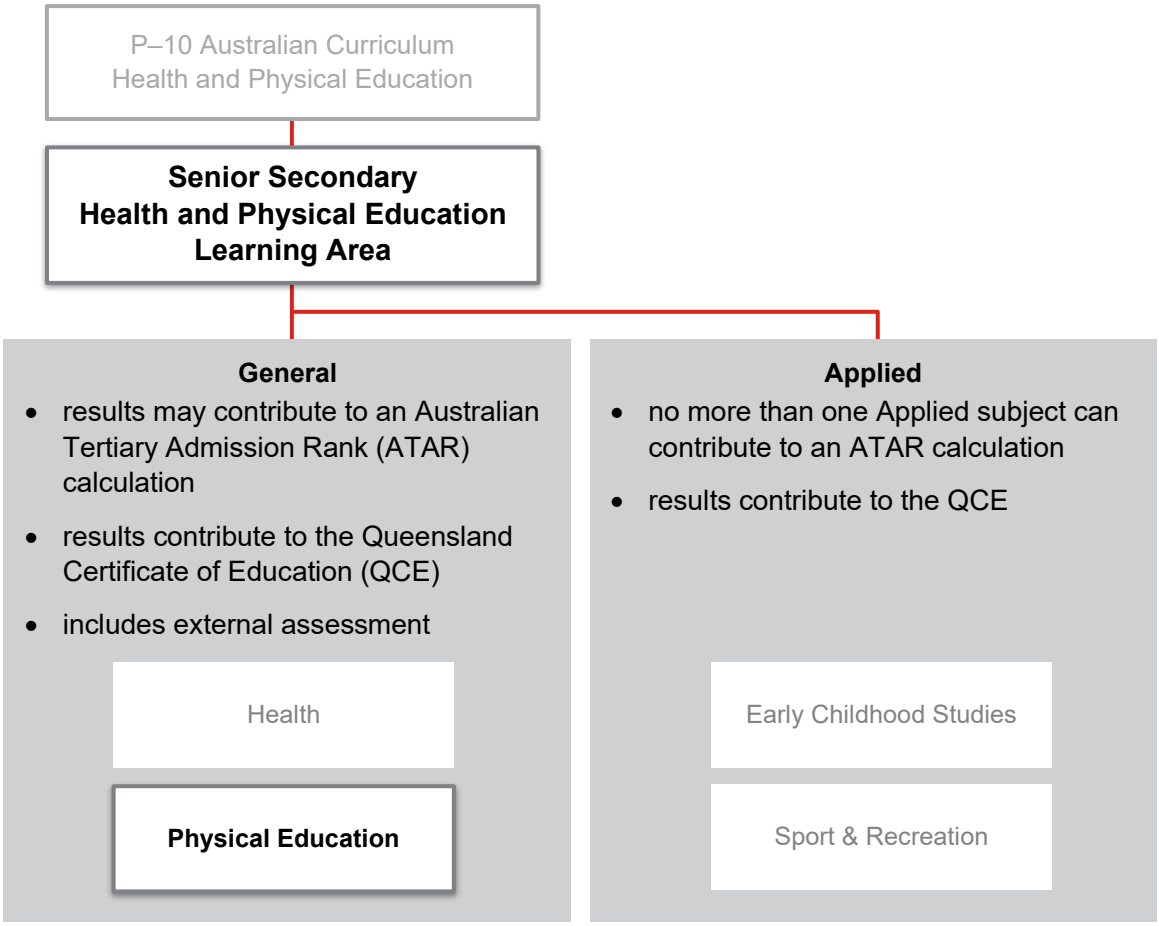
Pathways

Physical Education is a General subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

1.1.2 Learning area structure

All learning areas build on the P–10 Australian Curriculum.

Figure 1: Learning area structure



1.1.3 Course structure

Physical Education is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

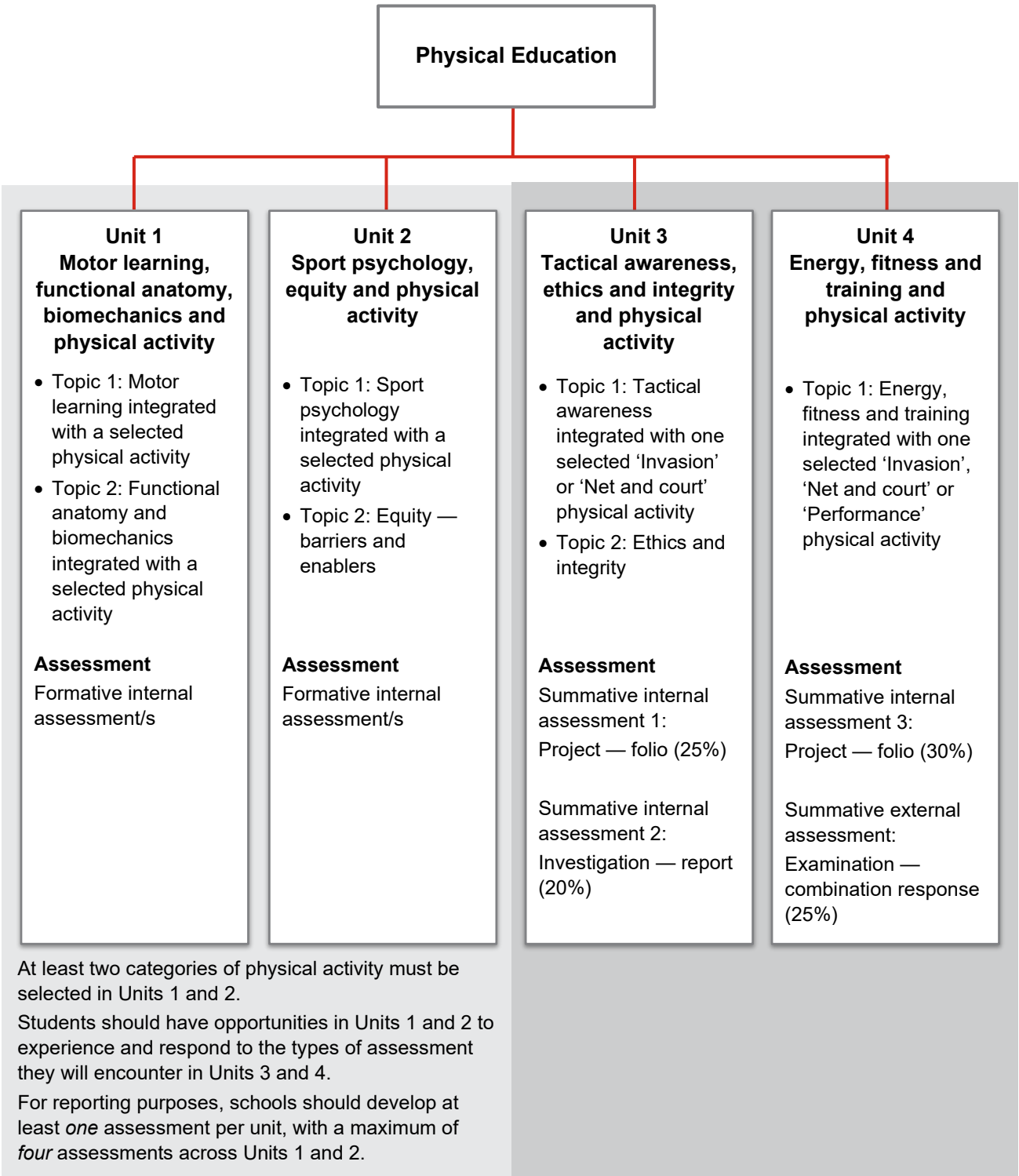
Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Figure 2 outlines the structure of this course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Figure 2: Course structure



1.2 Teaching and learning

1.2.1 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn. Assessment provides evidence of how well students have achieved the objectives.

Syllabus objectives inform unit objectives, which are contextualised for the subject matter and requirements of the unit. Unit objectives, in turn, inform the assessment objectives, which are further contextualised for the requirements of the assessment instruments. The number of each objective remains constant at all levels, i.e. Syllabus objective 1 relates to Unit objective 1 and to Assessment objective 1 in each assessment instrument.

Syllabus objectives are described in terms of actions that operate on the subject matter. Students are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in the explanatory paragraph following each objective in terms of four levels: retrieval, comprehension, analytical processes (analysis) and knowledge utilisation, with each process building on the previous processes (see Marzano & Kendall 2007, 2008). That is, comprehension requires retrieval, and knowledge utilisation requires retrieval, comprehension and analytical processes (analysis).

By the conclusion of the course of study, students will:

Syllabus objective	Unit 1	Unit 2	Unit 3	Unit 4
1. recognise and explain concepts and principles about movement	•	•	•	•
2. demonstrate specialised movement sequences and movement strategies	•	•	•	•
3. apply concepts to specialised movement sequences and movement strategies	•	•	•	•
4. analyse and synthesise data to devise strategies about movement	•	•	•	•
5. evaluate strategies about and in movement	•	•	•	•
6. justify strategies about and in movement	•	•	•	•
7. make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts	•	•	•	•

1. recognise and explain concepts and principles about movement

When students recognise, they identify particular features of body and movement concepts, and biophysical, sociocultural and psychological concepts and principles. When students explain, they describe in more detail or reveal relevant facts about the concepts and principles relevant to physical activities.

2. demonstrate specialised movement sequences and movement strategies

When students demonstrate, they show evidence of specialised movement sequences and movement strategies performed in authentic performance environments.

3. **apply concepts to specialised movement sequences and movement strategies**

   When students apply, they use knowledge and understanding of body and movement concepts to perform specialised movement sequences and movement strategies in an authentic performance environment to achieve a determined outcome.

4. **analyse and synthesise data to devise strategies about movement**

   When students analyse, they examine gathered primary data and secondary data to ascertain relationships according to the physical activity context and the body and movement, biophysical, sociocultural and psychological concepts and principles. When students synthesise, they combine information and data about physical activity demands, concepts and principles and personal performance to devise strategies for optimising performance and engagement.

5. **evaluate strategies about and in movement**

   When students evaluate, they appraise the effectiveness of strategies by weighing up outcomes, implications and limitations using analysed data and set criteria. Students make decisions to maintain or modify strategies about and in movement.

6. **justify strategies about and in movement**

   When students justify, they draw on informed, reflective decision-making to give valid reasons and provide evidence from primary data and secondary data to support decisions about the development, modification and maintenance of strategies about and in movement.

7. **make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts**

   When students make decisions about language, conventions and mode-appropriate features, they use written, visual and spoken features to express meaning for particular purposes in a range of contexts. Written features include language conventions, specific vocabulary and language attributes such as annotations, paragraphs and sentences. Visual features may include photographs, sketches, diagrams and motion graphics. Spoken features include pronunciation, phrasing and pausing, audibility and clarity, volume, pace and silence. Students use referencing conventions to practise ethical scholarship.

1.2.2 Underpinning factors

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying Physical Education content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

These skill sets, which overlap and interact, are derived from current education, industry and community expectations. They encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

Together these three skill sets shape the development of senior subject syllabuses. Although coverage of each skill set may vary from syllabus to syllabus, students should be provided with opportunities to learn through and about these skills over the course of study. Each skill set contains identifiable knowledge and skills that can be directly assessed.

Literacy in Physical Education

Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to Physical Education is essential for student achievement.

Students need to comprehend texts and movement through listening, reading, viewing and performing in Physical Education. Students need to learn to compose texts and movement through speaking, writing and performing in Physical Education.

To comprehend Physical Education subject matter, teaching and learning strategies include:

- making literal and inferred meaning of information and data about body and movement, biophysical, psychological and sociocultural concepts and principles
- engaging with objectives about and in movement through a range of physical activities to devise and apply strategies
- developing knowledge and capacities using body and movement, biophysical, psychological and sociocultural concepts and principles in physical activities.

To compose texts and movement sequences and strategies in Physical Education, teaching and learning strategies include:

- accessing the varied and changing modes of subject matter delivery
- making decisions about the outcome, purpose and context of the inquiry to devise and apply strategies
- making decisions about language, conventions and mode-appropriate features to convey information and data about strategies.

These aspects of literacy knowledge and skills are embedded in the syllabus objectives, unit objectives, subject matter and instrument-specific marking guides (ISMGs) for Physical Education.

Numeracy in Physical Education

Although much of the explicit teaching of numeracy skills occurs in Mathematics, being numerate involves using mathematical skills across the curriculum. Therefore, numeracy development is an essential component of teaching and learning in Physical Education, and a responsibility for all teachers.

Physical Education provides students with opportunities to:

- use calculation, estimation and measurement to collect primary data
- use spatial reasoning to apply concepts and principles in physical activities
- analyse and interpret information and data about and in physical activities to recognise and use patterns and relationships.

These aspects of numeracy knowledge and skills are embedded in the syllabus objectives, unit objectives, subject matter and ISMGs for Physical Education.

21st century skills

The 21st century skills identified in the following table reflect a common agreement, both in Australia and internationally, on the skills and attributes students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

21st century skills	Associated skills	21st century skills	Associated skills
critical thinking	• analytical thinking • problem-solving • decision-making • reasoning • reflecting and evaluating • intellectual flexibility	creative thinking	• innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links
communication	• effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences	collaboration and teamwork	• relating to others (interacting with others) • recognising and using diverse perspectives • participating and contributing • community connections
personal and social skills	• adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open- and fair-mindedness, self-awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding	information & communication technologies (ICT) skills	• operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

In Physical Education, the identified 21st century skills can be developed through teaching and learning strategies, which include:

- critical thinking skills
  - reasoning, by analysing and synthesising information and data to devise strategies using an inquiry approach
  - using information and data to appraise the outcomes, implications and limitations of strategies
- creative thinking skills
  - applying concepts and principles to devise strategies that optimise engagement and performance in physical activities
  - synthesising information and data to create new knowledge and ascertain relationships
  - collecting valid primary data and secondary data to devise and apply strategies
- communication skills
  - manipulating specialised language, data and movement to communicate through speaking, writing and performing
  - transforming information and data to convey meaning for different purposes and contexts
- collaboration and teamwork skills
  - relating and interacting with others to devise and apply strategies about, through and in physical activities using an inquiry approach
  - recognising and using diverse perspectives to devise and apply strategies that consider determined outcomes for own and others' engagement and performance
- personal and social skills
  - developing ethical and moral understandings when investigating performance, biophysical, sociocultural and psychological subject matter
  - demonstrating adaptability and flexibility to devise and apply strategies for optimising engagement and performance
  - developing self-awareness of capacities and limitations about, through and in the study of performance, biophysical, sociocultural and psychological subject matter
- ICT skills
  - accessing and analysing information, including primary data and secondary data using digital technologies
  - capturing performance data using digital technologies
  - selecting, editing and using evidence from primary data and secondary data to communicate about strategies

These elements of 21st century skills are embedded in the syllabus objectives, unit objectives, subject matter and ISMGs for Physical Education.

1.2.3 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation in Australia. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Where appropriate, Aboriginal perspectives and Torres Strait perspectives have been embedded in the subject matter.

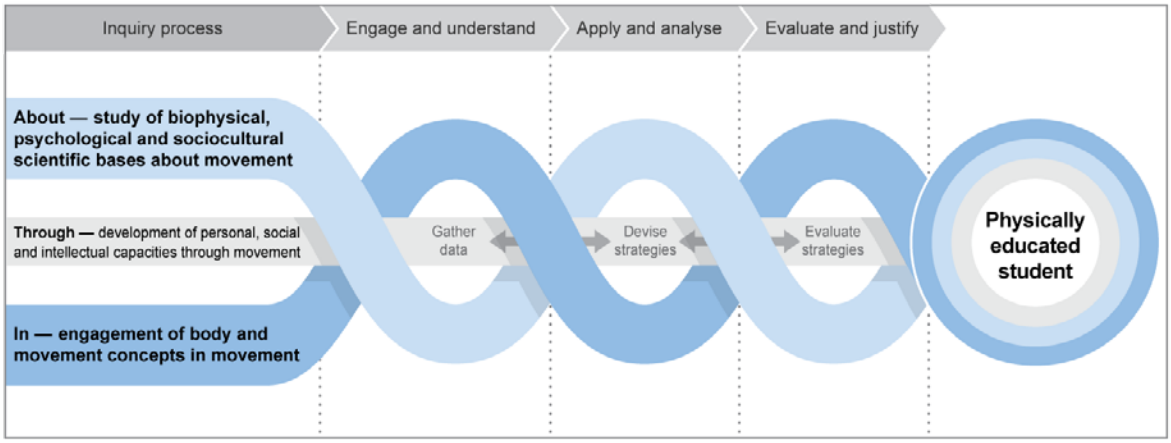
The resilience and determination of Aboriginal peoples and Torres Strait Islander peoples can be enhanced through the inquiry approach. The pedagogical approach using inquiry learning about, through and in physical activities also complements the interconnections within Aboriginal ways and Torres Strait Islander ways of learning, knowing and working.

1.2.4 Pedagogical and conceptual frameworks

Students in Physical Education learn through an inquiry approach that explicitly involves the integration of body and movement concepts with biophysical, sociocultural and psychological concepts and principles to enable the development of a physically educated student (see Figure 3). This experiential and educative approach places learning at the forefront of inquiry and provides opportunities for students to use cognitive and psychomotor processes to make meaning of information and data (Hay 2006; Dinan-Thompson 2013; Stolz 2014).

Arnold's seminal work (1979, 1985, 1988) provides a philosophical and educative framework to promote deep learning in three dimensions of movement: about, through and in (Brown & Penney 2012; Stolz & Thorburn 2017). These three dimensions of movement in the field of Physical Education are dynamic and not mutually exclusive (Hay & Penney 2013; Dinan-Thompson 2018). Through the experience of physical activities, students engage with the educational objectives about and in movement to devise and apply strategies. The categorisation of physical activities (see Table 2) provides opportunities for greater breadth of learning experiences, which allows for the transfer of concepts and principles to new situations and encourages deeper knowledge and understanding.

Figure 3: A representation of a physically educated student



The three dimensions of movement inform the learning and teaching of subject matter in this syllabus:

- *Learning about* movement is concerned with theoretical knowledge about the richness and diversity of movement (Arnold 1979). This knowledge assists students to apply their learning about body and movement concepts, and biophysical, sociocultural and psychological concepts and principles to different physical activities to optimise their engagement and performance.
- *Learning through* movement is associated with the development of personal, intellectual and social capacities to engage purposefully in physical activities. Physical activities are the instrument to develop students' capacities, personalise their learning, transform their factual and theoretical knowledge, and, through working independently and collaboratively, develop their teamwork and ethical understandings.
- *Learning in* movement is experiential and intrinsically values physical activity in all its varied forms (Stolz 2014). Learning in physical activity explores the sensations of the body in movement, its enjoyment and appreciation. Students develop their knowledge and capacities using body and movement concepts and the biophysical, psychological and sociocultural concepts and principles of physical activity to become cognisant of their own capabilities. This knowledge enriches and develops greater understanding, which optimises engagement and performance in physical activities.

Stages of inquiry

Teaching and learning in Physical Education is underpinned by three stages of inquiry: engage and understand; apply and analyse; evaluate and justify. These inquiry stages are used as a pedagogical and conceptual framework to facilitate the integrated learning. Inquiry learning requires an explicit and connected approach to teaching that includes reflection and iterative processes at each stage.

Stage 1: Engage and understand

During Stage 1, students will:

- engage in purposeful and authentic learning experiences to explore body and movement concepts and demonstrate specialised movement sequences and movement strategies in physical activity including gathering primary data about personal performance
- build upon prior knowledge and assimilate with new knowledge to understand and gather data about the relevant concepts and principles of the biophysical, sociocultural and psychological bases, and the body and movement concepts through movement.

Stage 2: Apply and analyse

During stage 2, students will:

- apply specialised movement sequences and movement strategies from selected physical activities in authentic performance environments
- apply body and movement concepts, including quality of movement, body awareness, space awareness and relationships to optimise performance of specialised movement sequences and movement strategies
- analyse biophysical, sociocultural, psychological and performance information and data to devise strategies to optimise engagement and performance
- apply the biophysical, sociocultural and psychological strategies in selected physical activity contexts
- analyse primary data and secondary data to ascertain relationships between the biophysical, sociocultural and psychological strategies, concepts and principles and the selected physical activity context.

Stage 3: Evaluate and justify

During Stage 3, students will:

- evaluate the effectiveness of biophysical, sociocultural, psychological and movement strategies by
  - reflecting on primary data and secondary data to appraise the outcomes, implications and limitations
  - making decisions to maintain or modify strategies to optimise engagement and performance in selected physical activity contexts
- justify strategies to optimise engagement and performance in selected physical activity contexts, using evidence from primary data and secondary data
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts

Students learn about the subject matter through authentic performance environments in physical activities, classroom-based activities, field studies, laboratory work, excursions, community events, technology-enhanced learning tasks and outside-school experiences. Learning opportunities, where possible, should relate to the students' experiences to enable them to make meaning of the subject matter. Students can apply their learning to increasingly diverse and less familiar circumstances to make decisions about and reflect on strategies.

1.2.5 Subject matter

Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with Physical Education. It is particular to each unit in the course of study and provides the basis for student learning experiences.

Subject matter has a direct relationship to the unit objectives, but is of a finer granularity and is more specific. These statements of learning are constructed in a similar way to objectives. Each statement:

- describes an action (or combination of actions) — what the student is expected to do
- describes the element — expressed as information, mental procedures and/or psychomotor procedures
- is contextualised for the topic or circumstance particular to the unit.

Body and movement concepts

In Physical Education, students apply body and movement concepts to specialised movement sequences and movement strategies in selected physical activities. Students select body and movement concepts to use as the criteria for evaluating their performance of specialised movement sequences and movement strategies. Specialised movement sequences represent the combination of movement skills and sequences relative to the position or event in a selected physical activity. Movement strategies refer to a variety of approaches that will help an individual or team achieve a determined outcome.

Examples of body and movement concepts (adapted from Meckbach et al. 2014) include:

Quality of movement	Body awareness	Space awareness	Relationships
How the body moves	**What movements the body can perform**	**Awareness of where the body can move**	**Connections with objects**
• accuracy • continuity and outcome of movement • effect • efficiency • effort • flow • force development • sequence • time and speed	• balance • flight • stability • transfer of weight • weight bearing	• direction • levels and planes of movement • pathways of movement • using general space • using personal space	• interaction with opponents • interaction with other players • interaction with implements and objects

Schools provide opportunities for students to demonstrate specialised movement sequences and movement strategies in a range of authentic performance environments. The characteristics of each category of physical activity describe the authentic features of a performance environment.

Categories of physical activity

This syllabus adapts the work of Almond, as cited in Mitchell, Oslin and Griffin (2006), to classify physical activities into six categories:

1. Aesthetic
2. Invasion
3. Net and court
4. Performance
5. Striking and fielding
6. Target

Selecting physical activities

When schools select physical activities to construct units of work, the following specifications must be applied:

- The selected physical activities must come from the categories of physical activity (Table 2).
- In Units 1 and 2, at least two categories of physical activity must be selected.
- In Units 3 and 4, physical activities must be selected from different categories:
  - one physical activity from either the 'Invasion' or 'Net and court' category in Unit 3: Topic 1
  - one physical activity from one of the 'Invasion', 'Net and court' or 'Performance' categories in Unit 4: Topic 1

Table 1: Summary of specifications for selecting physical activities

Categories of physical activity	Units 1 and 2 (at least two)	Unit 3: Topic 1 (select one)	Unit 4 (select one)
Aesthetic	•		
Invasion	•	•	•
Net and court	•	•	•
Performance	•		•
Striking and fielding	•		
Target	•		

Table 2: Categories of physical activity

Aesthetic	Invasion	Performance
• Aerobic gymnastics (sport aerobics)	• Australian football • Basketball • Futsal • Netball • Soccer • Touch football • Water polo	• Duathlon, aquathlon, triathlon • Swimming • Track and field — jump • Track and field — throws • Track and field — track
Net and court	**Striking and fielding**	**Target**
• Badminton • Tennis • Volleyball	• Cricket • Softball	• Archery • Golf • Lawn bowls

Section 6 contains subject matter about the specialised movement sequences and movement strategies for each physical activity.

It is the responsibility of schools, principals and teachers to ensure the health, safety and wellbeing of students, staff and others involved in all curriculum activities at schools or other locations. Refer to your curriculum activity risk management procedures for establishing processes prior to implementing physical activities.

Aesthetic

Characteristics:

- Aesthetic physical activities emphasise creating a performance within the allowable constraints of the activity and the execution of particular skills. Performers must know the criteria by which they are to be judged.
- The aesthetic form and quality (e.g. accuracy and correctness) of the performance are integral parts of the criteria by which the performance is judged.
- Team aesthetic activities may involve the concerted, synchronised performance of a number of people in an overall aesthetic display or the aggregation of separate performances of members within the team.

Invasion

Characteristics:

- The purpose of invasion activities is to score points by invading the opponent's territory, while limiting the points scored by the opposing team.
- Points can be scored by the ball crossing the line or being thrown, shot or struck into a goal.
- In offensive plays, movement may occur
  - off the ball, when players position themselves to receive passes, create space or threaten the goal or line
  - on the ball, when players move with the ball and execute responses such as passing, controlling the ball, evading and scoring.
- In defensive plays, movement may occur

- off the ball, when players move to mark or guard their opponents, restrict space for opponents to run into, or intercept the ball
- on the ball, when players apply pressure to the ball carrier and execute responses such as clearing or blocking the ball or passage of play, or making body contact.

Net and court

Characteristics:

- These physical activities involve a net or court.
- The purpose is to send the ball into the opponent's court so that it cannot be played or returned within the court boundaries. Specific rules are in place about the number of bounces allowed.
- In offensive plays, shot placement and court awareness are crucial to winning points.
- In defensive plays, players must defend space and position themselves to return the ball.

Performance

Characteristics:

- Participants perform in isolation against an existing standard on a movement task.
- Standards of performance are commonly stated in an objective, measurable manner, thus making them accessible to spectators who are able to judge the performance.
- The performers have some sense of competing against others and strive to do better when they see the standard attained by other competitors.

Striking and fielding

Characteristics:

- Striking and fielding activities involve the use of a bat to strike a ball into a field of opposing players.
- The purpose is to score more runs than the opposing team, using a number of innings within a specified time limit.
- In offensive plays, shot placement and field awareness influences the scoring of runs.
- In defensive plays, players must defend space and position themselves to gather and return the ball to a target.

Target

Characteristics:

- Target activities involve players scoring by throwing, striking or projecting a ball or object towards a target.
- The activities can be:
  - unopposed, where there is no active effort to impede or defend the projectile
  - opposed, where an opponent is able to prevent scoring by blocking or hitting the ball away from the target.

1.3 Assessment — general information

Assessments are formative in Units 1 and 2, and summative in Units 3 and 4.

Assessment	Unit 1	Unit 2	Unit 3	Unit 4
Formative assessments	•	•		
Summative internal assessment 1			•	
Summative internal assessment 2			•	
Summative internal assessment 3				•
Summative external assessment				•

1.3.1 Formative assessments — Units 1 and 2

Formative assessments provide feedback to both students and teachers about each student's progress in the course of study.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

For reporting purposes, schools should devise at least *two* but no more than *four* assessments for Units 1 and 2 of this subject. At least *one* assessment must be completed for *each* unit.

The sequencing, scope and scale of assessments for Units 1 and 2 are matters for each school to decide and should reflect the local context.

Teachers are encouraged to use the A–E descriptors in the reporting standards (Section 1.4) to provide formative feedback to students and to report on progress.

1.3.2 Summative assessments — Units 3 and 4

Students will complete a total of *four* summative assessments — three internal and one external — that count towards their final mark in each subject.

Schools develop *three* internal assessments for each senior subject, based on the learning described in Units 3 and 4 of the syllabus.

The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for Physical Education will contribute 25% towards a student's result.

Summative internal assessment — instrument-specific marking guides

This syllabus provides ISMGs for the three summative internal assessments in Units 3 and 4.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Criteria

Each ISMG groups assessment objectives into criteria. An assessment objective may appear in multiple criteria, or in a single criterion of an assessment.

Making judgments

Assessment evidence of student performance in each criterion is matched to a performance-level descriptor, which describes the typical characteristics of student work.

Where a student response has characteristics from more than one performance level, a best-fit approach is used. Where a performance level has a two-mark range, it must be decided if the best fit is the higher or lower mark of the range.

Authentication

Schools and teachers must have strategies in place for ensuring that work submitted for internal summative assessment is the student's own. Authentication strategies outlined in QCAA guidelines, which include guidance for drafting, scaffolding and teacher feedback, must be adhered to.

Summative external assessment

The summative external assessment adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes 25% to the student's result in Physical Education. It is not privileged over the school-based assessment.

1.4 Reporting standards

Reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E). They reflect the cognitive taxonomy and objectives of the course of study.

The primary purpose of reporting standards is for twice-yearly reporting on student progress. These descriptors can also be used to help teachers provide formative feedback to students and to align ISMGs.

Reporting standards

A
The student demonstrates accurate recognition and discerning explanation of concepts and principles about physical activities, and accomplished and proficient demonstration of specialised movement sequences and movement strategies in authentic performance environments. The student demonstrates accomplished and proficient application of body and movement concepts in specialised movement sequences and movement strategies in authentic performance environments, and insightful analysis and discerning synthesis of relevant data to devise strategies about physical activities. The student demonstrates critical evaluation of the effectiveness of strategies about and in physical activities; discerning justification of strategies using primary data and secondary data; discerning decision-making about and accurate use of language, conventions and mode-appropriate features, for particular purposes and contexts.
B
The student demonstrates recognition and effective explanation of concepts and principles about physical activities, and effective demonstration of specialised movement sequences and movement strategies in authentic performance environments. The student demonstrates effective application of body and movement concepts in specialised movement sequences and movement strategies in authentic performance environments, and purposeful analysis and considered synthesis of relevant data to devise strategies about physical activities. The student demonstrates considered evaluation of the effectiveness of strategies about and in physical activities; considered justification of strategies using primary data and secondary data; purposeful decision-making about and accurate use of language, conventions and mode-appropriate features, for particular purposes and contexts.
C
The student demonstrates recognition and appropriate explanation of concepts and principles about physical activities, and competent demonstration of specialised movement sequences and movement strategies in authentic performance environments. The student demonstrates competent application of body and movement concepts in specialised movement sequences and movement strategies in authentic performance environments, and appropriate analysis and synthesis of relevant data to devise strategies about physical activities. The student demonstrates feasible evaluation of the effectiveness of strategies about and in physical activities; feasible justification of strategies using primary data and secondary data; appropriate decision-making about and use of language, conventions and mode-appropriate features, for particular purposes and contexts.

D
The student demonstrates variable recognition and superficial explanation of aspects of concepts and principles about physical activities, and variable or inaccurate demonstration of movement sequences and a movement strategy. The student demonstrates variable or inaccurate application of body and movement concepts in some specialised movement sequences or movement strategies in authentic performance environments, and superficial analysis and synthesis of data to devise strategies about physical activities. The student demonstrates superficial evaluation of the effectiveness of strategies about and in physical activities; superficial justification of aspects of strategies using data; variable decision-making about and use of language, conventions and mode-appropriate features.
E
The student demonstrates elements of recognition and superficial explanation of information about physical activities, and variable or inaccurate demonstration of isolated specialised movement sequences or movement strategies. The student demonstrates variable or inaccurate application of body and movement concepts in specialised movement sequences or movement strategies, and explanation of data to devise strategies about physical activities. The student demonstrates elements of description of strategies about and in physical activities, and makes variable and/or inappropriate use of language, conventions and features.

2 Unit 1: Motor learning, functional anatomy, biomechanics and physical activity

2.1 Unit description

In Unit 1, students engage with concepts, principles and strategies about two topics using the three stages of the inquiry approach.

In the first stage of inquiry, students recognise and explain the concepts and principles about motor learning, functional anatomy and biomechanics through purposeful and authentic learning about and in a selected physical activity. In the selected physical activity, students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies.

In the second stage, students apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of motor learning, biomechanical and body and movement concepts. Students analyse and synthesise relationships between the motor learning and biomechanical requirements of the selected physical activity and their personal performance. Students then devise a motor learning and biomechanical strategy to optimise performance in the selected physical activity.

In the final stage, students evaluate the effectiveness of the motor learning, biomechanical and movement strategies and justify using primary data and secondary data.

Unit requirements

In Physical Education, students engage in learning that involves the integration of body and movement concepts and biophysical, sociocultural or psychological subject matter contextualised in a selected physical activity. To enable integration and transfer of concepts and principles to new situations, a different category of physical activity should be selected for each topic.

In Unit 1, the selected physical activities must come from the following categories:

- Aesthetic
- Invasion
- Net and court
- Striking and fielding
- Performance
- Target.

Schools must ensure that at least two categories of physical activity are represented in Unit 1 and 2.

The learning for this unit has been divided into two topics. The table below outlines the notional hours for each topic.

Topic	Notional hours
Topic 1: Motor learning integrated with a selected physical activity from one of the six categories	22
Topic 2: Functional anatomy and biomechanics integrated with a selected physical activity from one of the six categories	33

2.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective is assessed at least once.

Students will:

1. recognise and explain motor learning, functional anatomy and biomechanical concepts and principles about selected physical activities
2. demonstrate specialised movement sequences and movement strategies in selected physical activities
3. apply concepts to specialised movement sequences and movement strategies in selected physical activities
4. analyse and synthesise data to devise strategies about motor learning and biomechanics
5. evaluate motor learning, biomechanical and movement strategies
6. justify motor learning, biomechanical and movement strategies
7. make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

2.3 Topic 1: Motor learning integrated with a selected physical activity

In Topic 1, students engage in learning that involves the integration of Motor learning subject matter and the subject matter from a selected physical activity.

Stage 1: Engage and understand

Subject matter

In this area of study, students will:

- recognise and explain that motor learning is a discipline concerned with the learning of skilled movements through biophysical knowledge about neural, muscular and sensory systems, practice and feedback
- recognise and explain motor learning concepts including
  - motor skills — activities that involve voluntary muscular movement to complete a predetermined task
  - motor programs — a movement plan that contains all the commands for the muscles to execute motor skills
- recognise and explain classifications of motor skills to include
  - fine and gross motor skills — as determined by the size of the muscles involved in the movement
  - open and closed motor skills — as determined by the stability of the environment
  - discrete, continuous and serial skills — as determined by whether the movement has a specific beginning and ending
- recognise and explain characteristics of motor skill learning to include improvement, consistency, stability, persistence and adaptability
- recognise and explain that two major approaches to investigate motor learning have developed over time
  - the cognitive systems approach, which is considered the more traditional approach, involves a hierarchical model of control where higher control centres pass commands to lower control centres resulting in linear changes in movement; it requires an understanding of the process that occurs in making decisions, planning and executing movement
  - the dynamic systems approach, where movements emerge or self-organise through the dynamic interaction of the environment, the task being performed and the individual; movements are not organised hierarchically, involve non-linear and unpredictable changes, and emerge as part of a complex system
- identify and explore cognitive models of learning including
  - the information processing model, based on the central nervous system that controls the body. This model describes separate cognitive stages involving perception, decision-making and response execution to enable a performer's decision-making to occur prior to any action
  - Fitts and Posner's (1967) stage model of motor learning, based on learning as a continuous process of information processing and gradual change as learning progresses; the stage model includes the
    - cognitive stage, e.g. identifying the goal, rapid performance gains, error-ridden and inefficient movement sequences
    - associative stage, e.g. associating environmental cues with actions, achieving consistency, refinement, fewer errors, errors can be detected and corrected
    - autonomous stage, e.g. almost automatic, habitual, sub-conscious control, multitask, minimal performance variability and few errors
- recognise and explain that rate limiters are factors that have an effect on the learning processes of an individual and may restrict performance; rate limiters can include technical, perceptual, tactical, psychological, physical and physiological factors
- investigate rate limiters in relation to personal motor learning and performance in the selected physical activity
- recognise and explain that repetitive practice of skills is necessary for optimal performance and can be classified into different types including
  - massed practice and distributed practice
  - whole practice and part practice

Subject matter

  - blocked practice and random practice
  - constant practice and varied practice
  - drills and problem-solving
  - specificity and variability of practice
- recognise and explain that feedback is all the information an individual receives about the performance of a skill and is organised into two categories
  - intrinsic feedback — the sensory information that occurs during and after a movement
  - extrinsic feedback — the augmented feedback that is received at the completion of a movement, including knowledge of results and performance
- identify and explore how body and movement concepts interact to develop specialised movement sequences and movement strategies for the selected physical activity. Body and movement concepts are
  - body awareness — what movements the body can perform: balance, weight bearing, stability, transfer of weight and flight
  - space awareness — where the body can move: using general or personal space, direction, pathways of movement, and levels and planes of movement
  - quality of movement — how the body moves: time and speed, accuracy, force development, effort, efficiency, effect, flow, sequence, continuity and outcome of movement
  - relationships — connection with implements, interaction with opponents and other players
- investigate the use of different types of practice and feedback in relation to personal motor learning and performance in the selected physical activity
- gather primary data about the influence of motor learning concepts and principles, including rate limiters, practice and feedback, on personal performance of specialised movement sequences and movement strategies in authentic performance environments
- use secondary data to analyse how motor learning concepts and principles can influence performance in the selected physical activity.

Stage 2: Apply and analyse

Subject matter

In this area of study, students will:

- analyse and synthesise primary data and secondary data about the influence of motor learning concepts and principles on specialised movement sequences and movement strategies in the selected physical activity
- devise a personal motor learning strategy to optimise performance in the selected physical activity that consider
  - stage of learning
  - rate limiters
  - types of practice suitable to the requirements of the physical activity and the individual
  - feedback suitable to the requirements of the physical activity and the individual
  - relevant body and movement concepts, specialised movement sequences and movement strategies
- implement the motor learning strategy and movement strategies to gather primary data about the outcomes, implications and limitations of decisions
- analyse primary data and secondary data to ascertain relationships between the motor learning strategy and movement strategies, concepts and principles, and personal performance.

Stage 3: Evaluate and justify

Subject matter

In this area of study, students will:
• reflect on primary data and secondary data to evaluate the effectiveness of the motor learning strategy and movement strategies to achieve a determined outcome including
  – meeting the learning requirements of the individual
  – using suitable types of practice and feedback for the selected physical activity
  – optimising performance of specialised movement sequences and movement strategies
• make decisions to maintain or modify the motor learning strategy and movement strategies
• justify the development of the motor learning strategy and movement strategies using evidence from primary data and secondary data
• justify maintenance or modification of the motor learning strategy and movement strategies using evidence from primary data and secondary data
• make decisions about and use language, conventions and mode-appropriate features to convey meaning for particular purposes and contexts.

2.4 Topic 2: Functional anatomy and biomechanics integrated with a selected physical activity

In Topic 2, students engage in learning that involves the integration of Functional anatomy and biomechanics subject matter and the subject matter from a selected physical activity.

Stage 1: Engage and understand

Subject matter

In this area of study, students will:
• recognise and explain that functional anatomy is the study of the function of muscles and bones in movement
• recognise and explain that biomechanics is the study of the laws of mechanics related to movement
• recognise and explain that specialised movement sequences in the selected physical activity are comprised of phases and sub-routines that can be investigated as part of a biomechanical analysis
• recognise and explain that force is any interaction (e.g. a push or pull) that, when unopposed, will change the motion of an object. Force is comprised of
  – internal forces, which are the structures of the body that interact to produce movement, e.g. muscles and tendons that act together to produce forces that cause movement
  – external forces, which result from the interaction between the body and the environment; these can include
  ▪ contact forces, e.g. friction, a ball being struck by a bat
  ▪ non-contact forces, e.g. gravity
• recognise and explain that motion is movement that occurs when an object has changed position in space and in time, due to the application of forces. Motion can be
  – linear, where movement is along a straight line, there is no rotation and all body parts move in the same direction at the same speed
  – curvilinear, where movement is along a curved path
  – angular, where all the parts of a body move through a rotational pathway, through the same angle, in the same direction and at the same time. It is the rotary movement about an axis
  – a combination, which recognises that most movements in biomechanics are a combination of linear and angular motion
• identify and explore the components of projectile motion in a suitable physical activity, including speed, angle and height of release
• recognise and explain that momentum describes a quantity of motion and considers the mass of an object and its velocity
• recognise and explain biomechanical concepts such as
  – summation of forces, which is the sequential combination of forces produced by different parts of the body, acting together to maximise force
  – speed, which is the distance travelled per unit of time
  – velocity, which is the rate at which an object changes position
  – displacement, which is a quantity used to describe the extent of a body's motion
  – acceleration, which is the rate at which an object changes its velocity
• identify and explore the concepts of Newton's three laws of motion in the selected physical activity
• recognise and explain the concept of balance and stability in force production and movement, including the position of the centre of gravity and base of support
• identify and explore first-, second- and third-class levers in the selected physical activity, including force multipliers and speed multipliers
• recognise and explain Bernoulli's principle in a suitable physical activity, including topspin, backspin, sidespin and lift forces, where applicable
• identify and explore the critical anatomical and joint movements in the selected physical activity, e.g. flexion, extension, abduction, adduction, pronation, supination, rotation, circumduction, dorsiflexion, plantar flexion, eversion and inversion

Subject matter
• identify and explore the two types of isotonic muscle contractions: concentric and eccentric, in the selected physical activity • recognise and explain that reciprocal inhibition describes the process of muscles on one side of a joint relaxing to accommodate muscle contraction on the other side of the joint in order to produce movement. Reciprocal inhibition involves the use of agonist and antagonist muscles • gather primary data about the influence of biomechanical and functional anatomy concepts and principles on personal performance of specialised movement sequences and movement strategies in authentic performance environments • use secondary data to analyse how biomechanical and functional anatomy concepts and principles can influence performance in the selected physical activity.

Stage 2: Apply and analyse

Subject matter
In this area of study, students will: • analyse and synthesise primary data and secondary data about the influence of biomechanical and functional anatomy concepts and principles on specialised movement sequences and movement strategies in the selected physical activity • devise personal biomechanical strategies to optimise performance in the selected physical activity that considers the – relevant biomechanical and functional anatomy requirements of the specialised movement sequences and movement strategies – individual's biomechanical strengths and limitations • implement the biomechanical strategies to gather primary data about the outcomes, implications and limitations of the decisions • analyse primary data and secondary data to ascertain relationships between the biomechanical strategies, concepts and principles, and personal performance

Stage 3: Evaluate and justify

Subject matter
In this area of study, students will: • reflect on primary data and secondary data to evaluate the effectiveness of the biomechanical strategies to achieve a determined outcome that – meets the biomechanical requirements of the individual and the specialised movement sequences and movement strategies – optimises performance of specialised movement sequences and movement strategies • make decisions to maintain or modify the biomechanical and movement strategies • justify the development of biomechanical and movement strategies using evidence from primary data and secondary data • justify maintenance or modification of the biomechanical and movement strategies using evidence from primary data and secondary data • make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

2.5 Assessment guidance

In constructing assessment instruments for Unit 1, schools should ensure that the objectives cover, or are chosen from, the unit objectives. If one assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one assessment instrument is developed, the unit objectives must be covered across those instruments.

The suggested techniques for Unit 1 are an Examination — combination response and a Project — folio.

3 Unit 2: Sport psychology, equity and physical activity

3.1 Unit description

In Unit 2, students engage with concepts, principles and strategies about two topics using the three stages of the inquiry approach.

In Topic 1, the first stage of inquiry requires students to recognise and explain the concepts and principles about sport psychology through purposeful and authentic learning in and about a selected physical activity. In the selected physical activity, students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies.

In the second stage, students apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of sport psychology and body and movement concepts. Students analyse and synthesise relationships between the sport psychology demands in the selected physical activity and personal and team performance. Students then devise a psychological strategy to optimise performance in the selected physical activity.

In the final stage, students evaluate the effectiveness of the psychological and movement strategies and justify using primary data and secondary data.

In Topic 2, the first stage of inquiry requires students to recognise and explain the concepts and principles about equity in physical activity. In a range of physical activities, students explore barriers and enablers to gather data about the influence on equity.

In the second stage, students analyse data to synthesise relationships between the barriers and enablers in physical activity, and engagement and performance to identify an equity dilemma. Student then devise an equity strategy in response to the dilemma to optimise engagement and performance in physical activity.

In the final stage, students evaluate the effectiveness of the equity strategy on engagement and performance, and justify using primary data and secondary data.

Unit requirements

In Physical Education, students engage in learning that involves the integration of body and movement concepts and biophysical, sociocultural or psychological subject matter contextualised in a selected physical activity. Schools select physical activities from the Categories of physical activity (Section 1.2.5).

The learning for this unit has been divided into two topics. The table below outlines the notional hours for each topic.

Topic	Notional hours
Topic 1: Sports psychology integrated with a selected physical activity from one of the six categories	33
Topic 2: Equity — barriers and enablers	22

To engage with the subject matter of equity, schools should provide opportunities for students to participate in a wide range of learning experiences across a range of physical activity categories. The integration of the subject matter with a range of physical activities will provide opportunities to explore diverse issues about equity.

3.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective is assessed at least once.

Students will:

1. recognise and explain sport psychology and equity concepts and principles about selected physical activities
2. demonstrate specialised movement sequences and movement strategies in the selected physical activity
3. apply concepts to specialised movement sequences and movement strategies in the selected physical activity
4. analyse and synthesise data to devise strategies about sport psychology and equity
5. evaluate sport psychology, equity and movement strategies
6. justify sport psychology, equity and movement strategies
7. make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

3.3 Topic 1: Sport psychology integrated with a selected physical activity

In Topic 1, students engage in learning that involves the integration of Sport psychology subject matter and the subject matter from a selected physical activity.

Stage 1: Engage and understand

Subject matter
In this area of study, students will: • recognise and explain that sport psychology aims to optimise performance through the application of psychological knowledge and strategies • recognise and explain the concept of – motivation as a continuum, from extrinsic to intrinsic – confidence, including self-confidence, self-belief and self-efficacy – arousal as a continuum, from relaxed drowsiness, wakefulness, curiosity and attentiveness to joy, exhilaration, anxiety, panic and rage – attention and concentration, including broad, narrow, internal and external foci – team dynamics and cohesion, including group roles, group norms and social support • identify and explore the impact of motivation, confidence, arousal, attention, concentration and team dynamics on personal performance in the selected physical activity • investigate information about psychological techniques that can be used to optimise performance – goal-setting techniques — process goals, outcome goals and performance goals – mental rehearsal techniques — mental rehearsal of the entire performance, visualisation of one aspect of skill execution prior to performance, and internal and external perspectives of imagery – positive self-talk techniques — using positive cue words and positive emotions to create self-belief – self-confidence techniques — identifying how thoughts can affect self-confidence, e.g. situation, thoughts, emotions and reactions, using affirmations to change personal reactions to situations – pre-performance techniques — construction of a pre-performance routine and checklist; investigating mental rehearsal and pre-event tasks and cues to prepare for training and competition, e.g. technical points, triggers or competition segments – relaxation and energiser techniques — progressive muscle relaxation (PMR), deep breathing techniques, music and visualisation techniques – attention and concentration techniques — selective attention, using trigger words, performance segmenting, pre-performance routines and within-competition routines – team dynamics and cohesion techniques — leadership, communication, norms, rules and discipline • investigate the use of psychological techniques on personal performance in authentic performance environments • gather primary data about the influence of psychological techniques on personal performance of specialised movement sequences and movement strategies in authentic performance environments • use secondary data to analyse how the sport psychology concepts and principles can influence performance in the selected physical activity.

Stage 2: Apply and analyse

Subject matter
In this area of study, students will: • analyse and synthesise primary data and secondary data about the influence of sport psychology concepts and principles on specialised movement sequences and movement strategies in the selected physical activity • optimise performance in the selected physical activity by devising personal and team sport psychology strategies that consider the – influence of sports psychology concepts and principles on specialised movement sequences and movement strategies – effect of the psychological techniques on personal and team motivation, confidence, arousal, attention, concentration and/or team dynamics – factors affecting the implementation of the techniques • implement the sport psychology strategies and movement strategies to gather primary data about the outcomes, implications and limitations of decisions • analyse primary data and secondary data to ascertain relationships between the sport psychology and movement strategies, concepts and principles, and personal performance.

Stage 3: Evaluate and justify

Subject matter
In this area of study, students will: • reflect on primary data and secondary data to evaluate the effectiveness of sport psychology and movement strategies to achieve a determined outcome including – meeting the requirements of personal and team performance in the selected physical activity – using suitable sport psychology techniques to optimise personal and team motivation, confidence, arousal, attention, concentration and/or team dynamics – optimising the performance of specialised movement sequences and movement strategies • make decisions to maintain or modify the sport psychology strategies and movement strategies • justify the development of sport psychology and movement strategies using evidence from primary data and secondary data • justify maintenance or modification of the sport psychology and movement strategies using evidence from primary data and secondary data • make decisions about and use language, conventions and mode-appropriate features to convey meaning for particular purposes and contexts.

3.4 Topic 2: Equity — barriers and enablers

Stage 1: Engage and understand

Subject matter

In this area of study, students will:

- recognise and explain that equity is concerned with giving value to, and celebrating personal, social, and cultural differences in society
- recognise and explain that access includes the opportunity to participate in physical activity
- identify and explore how equity and access interact and impact engagement in physical activity
- recognise and explain that barriers are personal, social, cultural and environmental factors that limit access to personal, social and community resources
- recognise and explain that enablers are personal, social, cultural and environmental factors that increase access to personal, social and community resources
- identify and explore information about personal factors acting as barriers and enablers for self or others to influence equity and access, including
  - motivation
  - confidence
  - personality traits, e.g. enjoyment, temperament or preference, self-esteem and self-concept
  - personal ability
  - genetic disposition
  - gender
  - previous experiences of physical activity
- identify and explore information about social factors acting as barriers and enablers for self or others to influence equity and access, including
  - agents of socialisation
  - siblings, peers, parents, teachers and coaches
  - the social construction of gender
  - diversity
  - physical activity preferences
- identify and explore information about cultural factors acting as barriers and enablers to influence equity and access, including
  - demographic, generational and cultural change
  - the role of government funding
  - mass media promotion and marketing of physical activity
  - institutional rules, policies and procedures
- identify and explore information about environmental factors acting as barriers and enablers to influence equity and access including built and natural environments, green space
- investigate the emerging megatrends in Australia of ‘being physically active’; including
  - personalised sport for health and fitness
  - the rise of lifestyle sports
  - demographic, generational and cultural change
  - the attainment of health and community objectives via physical activity
- identify and explore how the emerging megatrends may interact as barriers or enablers to influence personal, social, cultural and environmental factors related to engagement in physical activity
- gather primary data about the influence of equity and access concepts and principles, including personal, social, cultural and environmental factors acting as barriers and enablers, on engagement in physical activity
- use secondary data to analyse how equity and access concepts and principles influence engagement in physical activity.

Stage 2: Apply and analyse

Subject matter

In this area of study, students will:
• analyse and synthesise primary data and secondary data about access, equity and engagement in a physical activity context
• identify relationships between personal, social, cultural and environmental factors, including
  – personal factors, e.g. enabling choice of activities to suit personal preference, acknowledging personal attitudes, values and beliefs
  – social factors, e.g. grouping and team selection, performance environment modifications, manipulation of rules and constraints in physical activity
  – cultural factors, e.g. community promotion and engagement related to physical activity, media and marketing strategies, rules, policies and procedures, risk assessment within a school context
  – environmental factors, e.g. active travel, planning of walkways and cycleways, design of green public spaces
• devise equity strategies to influence personal, social, cultural and environmental factors in a physical activity context, e.g. event or tournament, come-and-try session or group participation activity
• implement equity strategies to gather primary data about the outcomes, implications and limitations of decisions
• analyse primary data and secondary data to identify relationships between the equity strategies and engagement in a physical activity context.

Stage 3: Evaluate and justify

Subject matter
In this area of study, students will: • reflect on primary data and secondary data to evaluate the effectiveness of the equity strategies to achieve a determined outcome • make decisions to maintain or modify the equity strategies to optimise engagement in the physical activity context • justify the development of the equity strategies using evidence from primary data and secondary data • justify maintenance or modification of the equity strategies using evidence from primary data and secondary data • make decisions about and use language, conventions and mode-appropriate features to convey meaning for particular purposes and contexts.

3.5 Assessment guidance

In constructing assessment instruments for Unit 2, schools should ensure that the objectives cover, or are chosen from, the unit objectives. If one assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one assessment instrument is developed, the unit objectives must be covered across those instruments.

The suggested assessment techniques for Unit 2 are a Project — folio and an Investigation — report.

4 Unit 3: Tactical awareness, ethics and integrity and physical activity

4.1 Unit description

In Unit 3, students engage with concepts, principles and strategies about two topics using the three stages of the inquiry process.

In Topic 1: Tactical awareness, the first stage of inquiry requires students to recognise and explain the concepts and principles about dynamic systems of motor learning and tactical awareness through purposeful and authentic learning about and in a selected physical activity. In the selected physical activity, students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies.

In the second stage, they apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of tactical and body and movement concepts. Students analyse and synthesise relationships between the constraints of movement strategies and their personal performance. Students then devise a tactical strategy to optimise performance of movement strategies in the selected physical activity.

In the final stage, students evaluate the effectiveness of the tactical and movement strategies, and justify using primary data and secondary data.

In Topic 2: Ethics and integrity, the first stage of inquiry requires students to recognise and explain the concepts and principles about ethics and integrity in physical activity. In a range of physical activities, students explore the factors that influence fair play, ethical behaviour and integrity to gather data about engagement.

In the second stage, they use the ethical decision-making framework to analyse data and synthesise relationships between the factors that influence engagement in physical activity to identify an ethical dilemma. Students then devise an ethics strategy in response to the dilemma to optimise engagement in physical activity.

In the final stage, students evaluate the effectiveness of the ethics strategy to optimise integrity and engagement, and justify using primary data and secondary data.

Unit requirements

In Physical Education, students engage in learning that involves the integration of body and movement concepts and biophysical, sociocultural or psychological subject matter contextualised in a selected physical activity. Schools select physical activities from the Categories of physical activity (Section 1.2.5).

The learning for this unit has been divided into two topics. The table below outlines the notional hours for each topic.

Topic	Notional hours
Topic 1: Tactical awareness — integrated with one physical activity from either the 'Invasion' or 'Net and court' categories	33
Topic 2: Ethics and integrity	22

To engage with the subject matter of Topic 2: Ethics and integrity, schools should provide opportunities for students to participate in a wide range of learning experiences across a variety of categories of physical activity. The integration of the subject matter with a range of physical activities will provide opportunities to explore diverse issues about ethics and integrity.

4.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective is assessed at least once.

Students will:

Unit objective	IA1	IA2
1. recognise and explain tactical awareness and ethics and integrity concepts and principles about selected physical activities	•	•
2. demonstrate specialised movement sequences and movement strategies in the selected physical activity	•	
3. apply concepts to specialised movement sequences and movement strategies in the selected physical activity	•	
4. analyse and synthesise data to devise strategies about tactical awareness and ethics and integrity	•	•
5. evaluate tactical, ethics and movement strategies	•	•
6. justify tactical, ethics and movement strategies	•	•
7. make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.	•	•

4.3 Topic 1: Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity

In Topic 1, students engage in learning that involves the integration of Tactical awareness subject matter and the subject matter for a selected 'Invasion' or 'Net and court' physical activity.

Stage 1: Engage and understand

Subject matter

In this area of study, students will:

- recognise and explain that two major approaches to investigate motor learning have developed over time: cognitive systems and dynamic systems
  - the cognitive systems approach, which is considered the more traditional approach, involves a hierarchical model of control where higher control centres pass commands to lower control centres resulting in linear changes in movement; it requires an understanding of the process that occurs in making decisions, planning and executing movement
  - the dynamic systems approach, where movements emerge or self-organise through the dynamic interaction of the environment, the task being performed and the individual; movements are not organised hierarchically, involve non-linear and unpredictable changes, and emerge as part of a complex system
- recognise and explain that tactical awareness is a personal response to the interaction of constraints of the learner, task and environment during goal-directed behaviour in a physical activity
- recognise and explain the alignment of dynamic systems to the complex nature of authentic game play
- identify and explore dynamic models of learning including dynamic systems theory and the ecological model
- recognise and explain that dynamic systems theory views the learner as a complex movement system of many independent and interacting parts, and that this system self-organises in response to the constraints placed upon it. This includes the understanding that
  - self-organisation involves the dynamic interaction of constraints on movement and, when specific constraints are present, the system organises into a specific yet stable state or preferred method of movement
  - constraints are the boundaries within which learners can explore and search for movement solutions within a physical activity, including
    - task constraints — the characteristics of the task that can influence movement, e.g. number of players, rules and equipment
    - learner constraints — any personal characteristics of the learner that can influence movement, e.g. height, weight, body composition, motor skills and motivation
    - environmental constraints — any characteristics of the physical and social environment that can influence movement, e.g. playing surface, playing area, movement, noise, weather conditions, teacher, coach, peers and family
  - movement changes and progressions are non-linear as they involve abrupt changes from one stable state to another, e.g. changing from walking to running when increasing the speed on a treadmill
- recognise and explain that the ecological model focuses more on how the motor control system interacts with the environment and proposes that information to control action is consistently and directly available from our senses through a perception–action coupling. This includes the understanding that
  - perception–action coupling provides a direct link between the process of interpreting or giving meaning to information from the environment and a specific action, e.g. perceiving the space between the defenders and responding with the action of running through the space
  - perception can drive the action, but action can also drive the perception
  - affordances are opportunities for action provided by the environment or task in relation to the learner's ability, e.g. a space between defenders affords the opportunity for exploitation by a performer with appropriate speed
  - as a skill is learned, individuals become more attuned to the environment and the affordances that are available for movement. This enables the learner to identify opportunities for action from the environment, e.g. attune to the size of the space between the defenders

Subject matter

- recognise and explain that a constraints-led approach to learning can be developed by combining understanding of the dynamic systems theory, which considers the constraints on the motor control system, and the ecological model, which considers how the system interacts with the environment
- identify and explore a constraints-led approach to learning in the selected physical activity to allow opportunity for exploration of movement sequences and development of movement strategies through
  - manipulation of task constraints, e.g. manipulating the scoring system, adapting specialised movement sequences
  - consideration of variations among learners' personal constraints, e.g. considering strengths and limitations of teammates and opponents
  - interaction with environmental constraints, e.g. varying dimensions within the area of play
- recognise and explain the principles of decision-making in the selected physical activity including
  - reading play
  - recognising information and responding
  - reacting to implement movement
  - recovering with appropriate movements, e.g. recover with 'on the ball' and 'off the ball' movements
- identify and explore the principles of play, which are fundamental movement strategies used by individuals or teams to effectively adapt to any tactical situation in authentic performance environments, including
  - setting up attack
  - defending against attack
  - creating, defending and exploiting space
  - attacking opposition space
  - scoring
- investigate 'on-the-ball' and 'off-the-ball' movements and decision-making in authentic performance environments, using body and movement concepts as criteria. Examples include:
  - body awareness, e.g. movement execution, pass or shot selection
  - space awareness, e.g. movement pathways, use of space, when to run into space or when to pass
  - quality of movement, e.g. force development, efficiency and outcome
  - relationships, e.g. interaction with opponent and team members
- gather primary data about the relationships between a constraints-led approach to learning, tactical awareness concepts and principles, and personal performance of specialised movement sequences and movement strategies in authentic performance environments
- use secondary data to analyse how tactical awareness concepts and principles and a constraints-led approach to learning can influence performance in the selected physical activity.

Stage 2: Apply and analyse

Subject matter

In this area of study, students will:

- analyse and synthesise primary data and secondary data about the influence of the constraints-led approach to learning and tactical awareness concepts and principles on movement sequences and movement strategies in the selected physical activity
- optimise performance in the selected physical activity by devising personal and team tactical strategies that consider the
  - manipulation of task, learner and environmental constraints as part of a constraints-led approach
  - relevant body and movement concepts, and specialised movement sequences
  - two different principles of play
  - determined outcomes of performance in the selected physical activity
- implement tactical and movement strategies to gather primary data about the outcomes, implications and limitations of decisions
- analyse primary data and secondary data to ascertain the relationships between tactical strategies, concepts and principles, and personal and team performance.

Stage 3: Evaluate and justify

Subject matter
In this area of study, students will: • reflect on primary data and secondary data to evaluate the effectiveness of tactical strategies to achieve a determined outcome, for example – meeting the performance requirements of the physical activity – manipulating task, learner and environmental constraints as part of the constraints-led approach – optimising the performance of specialised movement sequences and movement strategies • make decisions to maintain or modify the tactical and movement strategies to optimise performance in the selected physical activity • justify the development of tactical and movement strategies using evidence from primary data and secondary data • justify maintenance or modification of the tactical and movement strategies using evidence from primary data and secondary data • make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

4.4 Topic 2: Ethics and integrity

Stage 1: Engage and understand

Subject matter

In this area of study, students will:

- recognise and explain that ethics is the set of norms and ways of life through which we realise acceptable behaviour and values of right and wrong
- recognise and explain that ethics in physical activity is developed as a system of values that form the character or integrity of each player and translate, through action, into a player's engagement in physical activities
- comprehend and explain the concept of integrity in physical activity, which includes
  - the demonstration of the ethics and values that promote community confidence in physical activity
  - fair and honest performances and outcomes, unaffected by illegitimate enhancements or external interests
  - positive engagement by athletes, administrators, officials, supporters and other stakeholders in and around physical activities, which enhances the reputation and standing of the contest and perception of physical activity
- understand and describe the concept of fair play, which includes
  - observing rules
  - demonstrating attitudes and behaviours in physical activity consistent with the belief that it is an ethical pursuit
  - eliminating forms of exploitation in an effort to win, e.g. acts of violence, cheating, drug abuse
  - fair competition and equality
  - respect
  - team spirit
  - respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy
- identify the role of peers, family, coaches, school and community in the development of personal values and ethical behaviours in physical activity
- explain how a system of ethical values and ethics strategies influence fair play and integrity of individuals or teams in physical activity
- comprehend and describe how ethics strategies can positively or negatively influence integrity
- access codes of behaviour and conduct, and rules and policies (including risk assessment) in class, school and community contexts to identify how they support ethical behaviour and fair play in physical activity
- identify and explain how globalisation and media coverage have influenced ethical values and behaviours
- identify ethical dilemmas (gender inclusion or exclusion, ability, enhancements in technology and equipment, corruption) through involvement in a physical activity context
- recognise and explain the ethical decision-making framework for exploring ethical dilemmas
  - identify the ethical dilemma, i.e. the problem or situation, and the tension that exists between the organisation's or player's values
  - find information about
    - the relevant facts of the problem or situation
    - individuals and groups who have an important stake in the outcome
    - strategies that have been used in response to similar problems or situations
  - evaluate alternatives by determining which strategies will
    - produce the most good and do the least harm
    - best respect the rights of all who have a stake
    - treat people equally or proportionately
    - best serve the community as a whole
    - lead players to act with integrity
  - devise strategies that provide a course of action to improve the integrity of the player or organisation
  - reflect on the outcome by determining the effectiveness of the ethics strategy on all stakeholders

Subject matter
• gather primary data about the relationship between ethical dilemmas, the influence of concepts and principles about ethics and integrity, and engagement in physical activity • use secondary data to analyse how the development of ethics strategies can influence engagement in physical activity.

Stage 2: Apply and analyse

Subject matter
In this area of study, students will: • apply the ethical decision-making framework to investigate the factors that influence integrity in class, school and community physical activity contexts • analyse and synthesise primary data and secondary data about ethical dilemmas in class, school and community contexts to identify individuals and groups who have an important stake in the outcome and strategies that have been used in response to similar problems or situations • devise ethics strategies that provide a course of action in response to the ethical dilemmas that identify the audience, context and outcome to be achieved • propose or implement the ethics strategies to gather primary data about the potential outcome, implications and limitations about decisions • analyse primary data and secondary data to ascertain relationships between the ethical dilemma, ethics strategy, concepts and principles and engagement in the class, school and community physical activity contexts.

Stage 3: Evaluate and justify

Subject matter
In this area of study, students will: • reflect on primary data and secondary data to evaluate the effectiveness of the ethics strategies to enhance integrity and optimise engagement for all stakeholders in the class, school and community physical activity contexts • make decisions to maintain or modify the ethics strategies to optimise integrity and engagement in the class, school and community physical activity contexts • justify the development of the ethics strategies using evidence from primary data and secondary data • justify maintenance or modification of the ethics strategies using evidence from primary data and secondary data • make decisions about and use language, conventions and mode-appropriate features to convey meaning for particular purposes and contexts.

4.5 Assessment

4.5.1 Summative internal assessment 1 (IA1): Project — folio (25%)

Description

This assessment focuses on an inquiry process that requires the application of a range of cognitive and technical processes and skills, and theoretical understandings. Students document the iterative process of demonstrating and applying conceptual understandings through the psychomotor domain to devise a personal tactical strategy. Students evaluate the effectiveness of the tactical and movement strategies and justify using primary and secondary data. The multimodal response is a coherent work that includes visual and written or spoken modes.

This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. recognise and explain constraints, principles of decision-making and body and movement concepts about specialised movement sequences and movement strategies
2. demonstrate specialised movement sequences and movement strategies in authentic performance environments
3. apply concepts to specialised movement sequences and movement strategies in authentic performance environments
4. analyse and synthesise data to devise a tactical strategy for optimising performance of one movement strategy
5. evaluate a tactical strategy and movement strategies relevant to the selected physical activity
6. justify a tactical strategy and movement strategies relevant to the selected physical activity
7. make decisions about and use language, conventions and mode-appropriate features to communicate information about strategies to a technical audience

Specifications

Description

The project focuses on Unit 3: Topic 1 concepts and principles about tactical awareness and one selected physical activity.

Schools select one physical activity from either the ‘Invasion’ or ‘Net and court’ categories (see Section 1.2.5). Students will demonstrate and apply body and movement concepts to the specialised movement sequences and two movement strategies for one position or event in the selected physical activity (see Section 6). Individual student performance in authentic performance environments is provided by the school as supporting visual evidence.

In the folio, students will focus on the specialised movement sequences for one movement strategy to devise a personal tactical strategy. The folio will include the following assessable evidence:

- recognition and explanation of
  - task, learner and environmental constraints and principles of decision-making about one movement strategy
  - body and movement concepts about the specialised movement sequences and movement strategies.
- analysis of primary data and secondary data to ascertain the most significant relationships between the
  - demands of the specialised movement sequences for one movement strategy
  - task, learner and environmental constraints that limit or enable personal performance of the specialised movement sequences for one movement strategy
  - application of the principles of decision-making based on the presented opportunities for action in the specialised movement sequences for one movement strategy
- synthesis of the most significant relationships to devise a personal tactical strategy to optimise performance for one movement strategy
- evaluation of the effectiveness of
  - the personal tactical strategy by appraising the outcome, implications and limitations of the
    - task, learner and environmental constraints
    - applied principles of decision-making
  - personal performance of the specialised movement sequences and two movement strategies by applying two body and movement concepts: quality of movement and one other, to appraise the outcomes, implications and limitations
- justification of the development, modification and maintenance of
  - the personal tactical strategy for one movement strategy to optimise performance, using evidence from primary data and secondary data
  - personal performance of the specialised movement sequences and two movement strategies to optimise performance using evidence from primary data and/or secondary data
- making decisions about and using language, conventions and mode-appropriate features to communicate information about the strategies to a technical audience.

The response is a multimodal presentation and will include:

- genre conventions for an analytical response including sustained analysis, synthesis and evaluation
- language features appropriate to visual, and written and/or spoken modes
- referencing conventions that reflect ethical scholarship through the use of in-text citations and a reference list using a recognised system of referencing.

Supporting evidence

Schools' judgments about individual student performance in authentic performance environments are required to be supported by visual evidence. The school selects one physical activity from either

the ‘Invasion’ or ‘Net and court’ categories of physical activity in Section 1.2.5. Visual evidence will illustrate:

- demonstration of specialised movement sequences and two movement strategies from two different principles of play
- application of quality of movement and one other body and movement concept to the performance of specialised movement sequences and two movement strategies from two different principles of play.

Conditions

- Time:
  - approximately 5 hours of the time allocated to Unit 3
- Length:
  - folio: 9–11 minutes
  - supporting evidence: 2–3 minutes
- Other:
  - Schools implement authentication strategies that reflect QCAA guidelines for ensuring student authorship
  - Examples of multimodal presentations include
    - a pre-recorded presentation submitted electronically
    - a presentation conducted in front of an audience (class or teacher)
    - a digital portfolio of video, images and diagrams with annotations or commentary
    - a multimedia movie or slideshow that may combine images, video, sound, text and a narrative voice.

Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the folio.

Criterion	Objectives	Marks
Explaining	1	3
Demonstrating and applying	2 and 3	8
Analysing	4	4
Evaluating and justifying	5 and 6	7
Communicating	7	3
Total		**25**

Instrument-specific marking guide

Criterion: Explaining

Assessment objective

1. recognise and explain constraints, principles of decision-making and body and movement concepts about specialised movement sequences and movement strategies

The student work has the following characteristics:	Marks
• accurate recognition and discerning explanation of – task, learner and environmental constraints and principles of decision-making about one movement strategy – two body and movement concepts, including quality of movement and one other, about the specialised movement sequences and movement strategies.	2–3
• recognition and appropriate explanation of aspects of – task, learner or environmental constraints and principles of decision-making about one movement strategy – quality of movement or one other body and movement concept, about specialised movement sequences and movement strategies.	1
• does not satisfy any of the descriptors above.	0

Criterion: Demonstrating and applying

Assessment objectives

2. demonstrate specialised movement sequences and movement strategies in authentic performance environments
3. apply concepts to specialised movement sequences and movement strategies in authentic performance environments

The student work has the following characteristics:	Marks
• accomplished and proficient demonstration of the specialised movement sequences and two movement strategies from two different principles of play in authentic performance environments • accomplished and proficient application of the body and movement concepts, including quality of movement and one other, to the specialised movement sequences and two movement strategies from two different principles of play in authentic performance environments.	7–8
• effective demonstration of the specialised movement sequences and two movement strategies from two different principles of play in authentic performance environments • effective application of the body and movement concepts, including quality of movement and one other, to the specialised movement sequences and two movement strategies from two different principles of play in authentic performance environments.	5–6
• competent demonstration of isolated specialised movement sequences and a movement strategy in authentic performance environments • competent application of the body and movement concepts, including quality of movement and one other, to some specialised movement sequences and a movement strategy in authentic performance environments.	3–4
• variable or inaccurate demonstration of isolated movement sequences and a movement strategy in authentic performance environments • variable or inaccurate application of a body and movement concept to movement sequences and a movement strategy in authentic performance environments.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Analysing

Assessment objective

4. analyse and synthesise data to devise a tactical strategy for optimising performance of one movement strategy

The student work has the following characteristics:	Marks
• insightful analysis and discerning synthesis of primary data and secondary data, relevant to a personal tactical strategy, to ascertain the most significant relationships between the – demands of the specialised movement sequences and one movement strategy – task, learner and environmental constraints that limit or enable personal or team performance – application of the principles of decision-making based on the presented opportunities for action.	3–4
• appropriate analysis and synthesis of primary data or secondary data, relevant to a personal tactical strategy, to ascertain the relationships between the – demands of the specialised movement sequences and one movement strategy – task, learner or environmental constraints that limit or enable personal or team performance – application of some principles of decision-making based on the presented opportunities for action.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Evaluating and justifying

Assessment objectives

5. evaluate a tactical strategy and movement strategies relevant to the selected physical activity
6. justify a tactical strategy and movement strategies relevant to the selected physical activity

The student work has the following characteristics:	Marks
• critical evaluation of the effectiveness of – personal performance of the specialised movement sequences and two movement strategies from two different principles of play by applying two body and movement concepts, including quality of movement and one other, to appraise the outcome, implications and limitations – the tactical strategy by appraising the outcome, implications and limitations of the ▪ task, learner and environmental constraints ▪ applied principles of decision-making • discerning justification of the development, modification and maintenance of the tactical strategy and movement strategies to optimise performance, using evidence from primary data and secondary data.	6–7
• considered evaluation of the effectiveness of – personal performance of the specialised movement sequences and two movement strategies from two different principles of play by applying two body and movement concepts, including quality of movement and one other, to appraise the outcome, implications or limitations – the tactical strategy by appraising the outcome, implications and limitations of the ▪ task, learner and environmental constraints ▪ applied principles of decision-making • considered justification of the development, modification and maintenance of the tactical strategy and movement strategies to optimise performance, using evidence from primary data and secondary data.	4–5
• feasible evaluation of the effectiveness of – personal performance of the specialised movement sequences and two movement strategies by applying a body and movement concept to appraise the outcome, implications or limitations – the tactical strategy by appraising the outcome, implications or limitations of ▪ the task, learner or environmental constraints ▪ decision-making • feasible justification of the development, modification or maintenance of the tactical strategy and movement strategies to optimise performance, using evidence from primary data or secondary data.	2–3
• superficial evaluation of the effectiveness of aspects of the tactical strategy or a movement strategy by describing the outcome or an implication or limitation • superficial justification of aspects of the development of the tactical strategy or a movement strategy.	1
• does not satisfy any of the descriptors above.	0

Criterion: Communicating

Assessment objective

7. make decisions about and use language, conventions and mode-appropriate features to communicate information about strategies to a technical audience

The student work has the following characteristics:	Marks
• discerning decision-making about and accurate use of – visual, and written and/or spoken modes to achieve a particular purpose – language suitable for a technical audience – referencing and folio genre conventions.	3
• appropriate decision-making about and use of – visual, and written and/or spoken modes to achieve a particular purpose – language suitable for a technical audience – referencing and folio genre conventions.	2
• variable and/or inappropriate use of – visual, and written and/or spoken modes – language – referencing or folio genre conventions.	1
• does not satisfy any of the descriptors above.	0

4.5.2 Summative internal assessment 2 (IA2): Investigation — report (20%)

Description

This assessment requires students to research an ethical dilemma through collection, analysis and synthesis of primary data and secondary data. The investigation uses research or investigative practices to assess a range of cognitions in a class, school or community physical activity context. Research or investigative practices include locating and using information beyond students' own knowledge and the data they have been given.

Research conventions, e.g. citations, reference lists or bibliographies, must be adhered to. This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. recognise and explain concepts and principles about ethics and integrity relevant to a class, school or community physical activity context
4. analyse and synthesise data to devise an ethics strategy about an ethical dilemma relevant to a class, school or community physical activity context
5. evaluate an ethics strategy relevant to a class, school or community physical activity context
6. justify an ethics strategy relevant to a class, school or community physical activity context
7. make decisions about and use language, conventions and mode-appropriate features to communicate information about a strategy to inform a technical audience.

Note: Objectives 2 and 3 are not assessed in this instrument.

Specifications

Description

This investigation will focus on Unit 3 Topic 2. Students will investigate one ethical dilemma in a class, school or community physical activity context to devise an ethics strategy. The student response is presented in a report format.

The report will include the following assessable evidence:

- Introduction — define the ethical dilemma and identify the class, school or community physical activity context to frame the investigation
- Discussion — class, school or community physical activity context analysis using the ethical decision-making framework
  - analyse and synthesise primary data and secondary data to ascertain the most significant relationships between the
    - ethical dilemma
    - influence of local and national stakeholders on the ethics and values demonstrated in the class, school or community physical activity context
    - tensions that exist in relation to integrity and fair play
    - strategies that have been used in response to similar ethical dilemmas

- analyse and synthesise primary data and secondary data to devise an ethics strategy that provides a course of action in response to the ethical dilemma
- evaluate the effectiveness of the ethics strategy to optimise integrity and positive engagement in the class, school or community physical activity context by appraising the potential outcome, implications and limitations
- justify the development of the ethics strategy using evidence from primary data and secondary data

- Conclusion
- Reference list — acknowledge all sources cited in the investigation.

The response will include the following genre and referencing conventions and language features:

- report headings — title page, table of contents, introduction, discussion, conclusion and reference list
- referencing conventions — ethical scholarship through the use of in-text citations and a reference list using a recognised system of referencing
- language features — terminology and vocabulary, conventional spelling, punctuation and grammar.

Conditions

- Time:
  - approximately 5 hours of the time allocated to Unit 3.
- Length:
  - 1500–2000 words
- Other
  - the reference list, title page and table of contents are not included in the word count
  - schools implement authentication strategies that reflect QCAA guidelines for ensuring student authorship.

Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the investigation.

Criterion	Objectives	Marks
Explaining	1	4
Analysing	4	6
Evaluating and justifying	5 and 6	7
Communicating	7	3
Total		**20**

Instrument-specific marking guide

Criterion: Explaining

Assessment objective

1. recognise and explain concepts and principles about ethics and integrity relevant to a class, school or community physical activity context

The student work has the following characteristics:	Marks
• accurate recognition and discerning explanation of concepts and principles relevant to a class, school or community physical activity context including – the ethical dilemma – ethics and values – integrity and fair play.	3–4
• recognition and appropriate explanation of aspects of concepts or principles relevant to a class, school or community physical activity context including – the ethical dilemma – ethics or values – integrity or fair play.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Analysing

Assessment objective

4. analyse and synthesise data to devise an ethics strategy about an ethical dilemma relevant to a class, school or community physical activity context

The student work has the following characteristics:	Marks
• insightful analysis and discerning synthesis of primary data and secondary data, relevant the ethics strategy, to ascertain the most significant relationships between – the ethical dilemma – the influence of local and national stakeholders on the ethics and values demonstrated in the class, school or community physical activity context – the tensions that exist in relation to integrity and fair play – strategies that have been used in response to similar ethical dilemmas.	5–6
• appropriate analysis and synthesis of primary data and secondary data, relevant to the ethics strategy, to ascertain relationships between – the ethical dilemma – the influence of local and national stakeholders on the ethics and values demonstrated in the class, school or community physical activity context – the tensions that exist in relation to integrity and fair play – strategies that have been used in response to similar ethical dilemmas.	3–4
• superficial analysis and synthesis of primary data or secondary data, relevant to ethics, to ascertain a relationship between the ethical dilemma, integrity, fair play or the influence of stakeholders in the class, school or community physical activity context.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Evaluating and justifying

Assessment objectives

5. evaluate an ethics strategy relevant to a class, school or community physical activity context
6. justify an ethics strategy relevant to a class, school or community physical activity context

The student work has the following characteristics:	Marks
• critical evaluation of the effectiveness of the ethics strategy to optimise integrity and positive engagement in the class, school or community physical activity context by appraising the potential outcome, implications and limitations of the course of action • discerning justification of the development of the course of action in response to the ethical dilemma using evidence from primary data and secondary data.	6–7
• considered evaluation of the effectiveness of the ethics strategy to optimise integrity and positive engagement in the class, school or community physical activity context by appraising the potential outcome, implications and limitations of the course of action • considered justification of the development of the course of action in response to the ethical dilemma, using evidence from primary data and secondary data.	4–5
• feasible evaluation of the effectiveness of the ethics strategy to optimise positive engagement in the class, school or community physical activity context by appraising the potential outcome, implications or limitations of the course of action • feasible justification of the development of the course of action, using primary data or secondary data.	2–3
• superficial evaluation of the effectiveness of aspects of the ethics strategy to optimise engagement in the class, school or community physical activity context • superficial justification of the development of an action about ethics	1
• does not satisfy any of the descriptors above.	0

Criterion: Communicating

Assessment objective

7. make decisions about and use language, conventions and mode-appropriate features to communicate information about a strategy to inform a technical audience

The student work has the following characteristics:	Marks
• discerning decision-making about and accurate use of – written and visual features to achieve a particular purpose – language suitable for a technical audience – referencing and report genre conventions.	3
• appropriate decision-making about and use of – written and visual features to achieve a particular purpose – language suitable for a technical audience – referencing and report genre conventions.	2
• variable and/or inappropriate use of – written or visual features – language – referencing and/or report genre conventions.	1
• does not satisfy any of the descriptors above.	0

5 Unit 4: Energy, fitness and training and physical activity

5.1 Unit description

In Unit 4, students engage with concepts, principles and strategies about energy, fitness, training and physical performance using the three stages of the inquiry approach.

In the first stage of inquiry, students recognise and explain the concepts and principles about energy, fitness and training through purposeful and authentic learning about and in a selected physical activity. In the selected physical activity, students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies.

In the second stage, students apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of energy, fitness and training concepts. Students analyse and synthesise relationships between the energy and fitness demands of the selected physical activity and their personal performance. Students then devise a competition-phase training strategy to optimise performance in the selected physical activity.

In the final stage, students evaluate the effectiveness of the competition-phase training strategy and movement strategies and justify using primary and secondary data.

Unit requirements

In Physical Education, students engage in learning that involves the integration of body and movement concepts and biophysical, sociocultural or psychological subject matter contextualised in a selected physical activity. Schools select physical activities from the Categories of physical activity (Section 1.2.5).

To enable the integration of the subject matter of energy, fitness and training, the selected physical activity must come from one of the 'Invasion', 'Net and court' or 'Performance' categories. Schools must select a physical activity from a different category to Unit 3.

Topic	Notional hours
Topic 1: Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity	55

5.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective is assessed at least once. The objectives will be evident in the ISMGs.

Students will:

Unit objective	IA3	EA
1. recognise and explain energy, fitness and training concepts and principles about the selected physical activity	•	•
2. demonstrate specialised movement sequences and movement strategies in the selected physical activity	•	
3. apply concepts to specialised movement sequences and movement strategies in the selected physical activity	•	
4. analyse and synthesise data to devise a training strategy	•	•
5. evaluate training and movement strategies	•	•
6. justify training and movement strategies	•	•
7. make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts	•	•

5.3 Topic 1: Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

In Topic 1, students engage in learning that involves the integration of Energy, fitness and training subject matter and the subject matter for a selected 'Invasion', 'Net and court' or 'Performance' physical activity.

Stage 1: Engage and understand

Subject matter

In this area of study, students will:
• recognise and explain that energy for physical activity is provided by adenosine triphosphate (ATP)
• recognise and explain that energy requirements for physical activity
  – involve an on-going process of ATP resynthesis using various fuel sources
  – are provided by the interplay of three different pathways, known as energy systems
  – are dependent on the intensity and duration of exercise
• recognise and explain which energy systems are used in physical activity. Energy systems include
  – ATP–PC — provides energy anaerobically, without oxygen, for high intensity, short duration exercise
  – lactic acid — provides energy anaerobically, without oxygen, for high intensity, moderate duration exercise, where ATP is resynthesised using muscle glycogen as the fuel, with resulting lactate formation
  – aerobic — provides energy aerobically, with oxygen, for sub-maximal intensity, longer duration exercise
• recognise and explain how fitness requirements for physical activity are classified as components of fitness and include aerobic capacity, muscular endurance, speed, strength, power, flexibility and agility
• recognise and explain the concepts of VO_2 max and lactate threshold, including onset of blood lactate
• identify and explore the energy requirements for specialised movement sequences of the selected physical activity by considering
  – how ATP is resynthesised and transferred during performance
  – the contribution ratios and interplay of the different energy systems during performance
• identify and explore the fitness requirements for the selected physical activity by considering the components of fitness necessary for the specialised movement sequences
• recognise and explain that principles of training for physical activity include
  – progressive overload — the planned, gradual increase in training load to ensure that fitness continues to be optimised
  – frequency — the number of times training occurs in a given period
  – intensity — the magnitude of exertion required
  – duration — the length of training time
  – specificity — relevant to the energy system, position-specific movements and fitness requirements of an activity
  – individuality — considerate of personal needs, goals, fitness levels, motivation and skills
  – variety — the inclusion of a range of movement options, activities and contexts in training
• identify and explore training methods for physical activity, which include
  – flexibility training — to enhance the motion of the body's joints
  – resistance training — to enhance muscular strength, power and muscular endurance
  – variations of interval training — manipulation of work periods and rest periods to enhance specific components of fitness and enhance the aerobic, lactic acid and ATP–PC energy systems, e.g. high-intensity interval training (HIIT), sprint interval training (SIT), aerobic interval training
  – circuit training — to enhance specific components of fitness
  – continuous training — to enhance aerobic capacity
  – fartlek training — to enhance aerobic capacity

Subject matter

- recognise and explain how different training phases can be sequenced to form an annual plan, known as periodisation, that includes the preparatory phase, pre-competition phase, competition phase and transition phase
- recognise and explain how the different parts of an annual plan can target a specific or series of energy and/or fitness requirements within a designated period of time; the parts include
  - mesocycles — a training period of generally 4–6 weeks with a specific training focus
  - microcycles — a shorter training period, generally one week, with a more specific training focus and made up of a number of training sessions
  - training sessions — the organised description of activities within an identified time frame
- recognise and explain the features of a training program, including
  - specific training objectives to achieve a determined outcome
  - game analysis
  - work volume, frequency, intensity and duration of exercise
  - tapering and recovery to achieve the determined outcome for a particular phase
- recognise and explain the features of a training session, including
  - warm-up — e.g. RAMP (raise, activate, mobilise and prepare) approach designed to
    - raise body temperature, heart rate, respiration rate and joint viscosity
    - activate and mobilise key muscle groups, joints and range of motion
    - prepare for exercise by incorporating dynamic stretching
  - conditioning phase — specifies the relevant fitness components being developed, training methods used, intensity and volume of work, work:rest (W:R) ratios and repetitions, while following relevant training principles
  - cool down — gentle cardiovascular exercise and stretching designed to gradually reduce heart rate, body temperature, remove waste products and relax muscles
- recognise and explain the importance of recovery in training, including active recovery, to allow the body to overcome the effects of fatigue and increase readiness for competition or future training
- gather primary data about personal energy, fitness and training requirements for specialised movement sequences and movement strategies in authentic performance environments
- use secondary data to analyse how energy, fitness and training concepts and principles can influence performance in the selected physical activity.

Stage 2: Apply and analyse

Subject matter

In this area of study, students will:

- analyse and synthesise primary data and secondary data about
  - position- or event-specific fitness testing of the relevant components of fitness to identify personal performance capacities
  - specialised movement sequences and movement strategies in authentic performance environments to identify the frequency, direction, intensity and duration of movements
  - work:rest (W:R) ratios
  - target heart rate (THR) and maximum heart rate (MHR) to identify training zones
- optimise performance in the selected physical activity by devising one personal competition-phase training strategy for a mesocycle or microcycle that considers the
  - components of fitness and energy demands of the physical activity
  - relevant training methods, principles of training and recovery principles
  - personal performance of specialised movement sequences and movement strategies
  - training objectives to achieve a determined outcome
- implement sessions from the competition-phase training strategy to gather primary data about the outcomes, implications and limitations of decisions
- analyse primary data and secondary data to ascertain relationships between the competition-phase training strategy, energy, fitness and training concepts and principles, and personal performance of the specialised movement sequences and movement strategies

Stage 3: Evaluate and justify

Subject matter

In this area of study, students will:

- reflect on primary data and secondary data to evaluate the effectiveness of the competition-phase training strategy to achieve a determined outcome including
  - meeting the energy and fitness requirements of the physical activity
  - using relevant training principles, training methods and recovery principles
  - optimising performance of the specialised movement sequences and movement strategies
- make decisions to maintain or modify the training and movement strategies using evidence from primary and secondary data
- justify the development of the competition-phase training strategy and movement strategies using evidence from primary data and secondary data
- justify maintenance or modification of the competition-phase training strategy using evidence from primary data and secondary data
- make decisions about and use language, conventions and mode-appropriate features to convey meaning for particular purposes and contexts.

5.4 Assessment

5.4.1 Summative internal assessment 3 (IA3): Project — folio (30%)

Description

This assessment focuses on an inquiry process that requires the application of a range of cognitive and technical processes and skills, and conceptual understandings. Students document the iterative process of demonstrating and applying conceptual understandings through the psychomotor domain to devise a personal training strategy. Students evaluate the effectiveness of the personal training strategy and movement strategies and justify using primary and secondary data. The multimodal response is a coherent work that includes visual and written or spoken modes.
This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. recognise and explain energy, fitness and training, and body and movement concepts and principles about specialised movement sequences and movement strategies
2. demonstrate specialised movement sequences and movement strategies in authentic performance environments
3. apply concepts to specialised movement sequences and movement strategies in authentic performance environments
4. analyse and synthesise data to devise a training strategy for optimising performance of the specialised movement sequences and one movement strategy
5. evaluate a training strategy and movement strategies relevant to the selected physical activity
6. justify a training strategy and movement strategies relevant to the selected physical activity
7. make decisions about and use language, conventions and mode-appropriate features to communicate information about strategies to a technical audience

Specifications

Description

The project focuses on Unit 4: Topic 1 concepts and principles about energy, fitness and training, and one selected physical activity.

Schools select a physical activity from one of the ‘Invasion’, ‘Net and court’ or ‘Performance’ categories (see Section 1.2.5). Students will demonstrate and apply body and movement concepts to specialised movement sequences and two movement strategies for one position or event in the selected physical activity (see Section 6). Individual student performance in authentic performance environments is provided by the school as supporting visual evidence.

In the folio, students will focus on the specialised movement sequences for one movement strategy to devise a personal training strategy. The folio will include the following assessable evidence:

- recognition and explanation of
  - energy, fitness and training concepts and principles, including energy systems, fitness components, training methods and principles of training.
  - body and movement concepts about the specialised movement sequences and movement strategies.
- analysis of primary data and secondary data to ascertain the most significant relationships between the
  - demands of the specialised movement sequences for one movement strategy
  - energy systems and fitness components relevant to the specialised movement sequences for one movement strategy
  - personal performance of the demonstrated specialised movement sequences and one movement strategy
- synthesis of the most significant relationships to devise a personal training strategy in the competition phase to optimise personal performance of the specialised movement sequences for one movement strategy
- evaluation of the effectiveness of the
  - personal training strategy using selected principles of training to appraise the outcome, implications and limitations
  - personal performance of the specialised movement sequences and two movement strategies by applying two body and movement concepts: quality of movement and one other, to appraise the outcomes, implications and limitations
- justification of the development, modification and maintenance of the
  - personal training strategy for one movement strategy to optimise performance, using evidence from primary data and secondary data
  - personal performance of the specialised movement sequences and two movement strategies to optimise performance using evidence from primary data and/or secondary data
- making decisions about and using language, conventions and mode-appropriate features to communicate information about the strategies to a technical audience.

The response is a multimodal presentation and will include:

- genre conventions for an analytical response, including sustained analysis, synthesis and evaluation
- language features appropriate to visual, and written and/or spoken modes
- referencing conventions that reflect ethical scholarship through the use of in-text citations and a reference list using a recognised system of referencing.

Supporting evidence

Schools' judgments about individual student performance in authentic performance environments are required to be supported by visual evidence. The school selects one physical activity from

either the ‘Invasion’, ‘Net and court’ or ‘Performance’ categories of physical activity in Section 1.2.5. Visual evidence will illustrate:

- demonstration of specialised movement sequences and two movement strategies (from two different principles of play for physical activities from the ‘Invasion’ or ‘Net and court’ categories)
- application of quality of movement and one other body and movement concept to the performance of specialised movement sequences and two movement strategies (from two different principles of play for physical activities from the ‘Invasion’ or ‘Net and court’ categories).

Conditions

- Time:
  - approximately 5 hours of the time allocated to Unit 4
- Length:
  - folio: 9–11 minutes
  - supporting evidence: 2–3 minutes
- Other
  - schools implement authentication strategies that reflect QCAA guidelines for ensuring student authorship
  - examples of multimodal presentations include
    - a pre-recorded presentation submitted electronically
    - a presentation conducted in front of an audience (class or teacher)
    - a digital portfolio of video, images and diagrams with annotations or commentary
    - a multimedia movie or slideshow that may combine images, video, sound, text and a narrative voice.

Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the folio.

Criterion	Objectives	Marks
Explaining	1	4
Demonstrating and applying	2 and 3	10
Analysing	4	5
Evaluating and justifying	5 and 6	8
Communicating	7	3
Total		**30**

Instrument-specific marking guide

Criterion: Explaining

Assessment objective

1. recognise and explain energy, fitness and training concepts and principles about specialised movement sequences and movement strategies

The student work has the following characteristics:	Marks
• accurate recognition and discerning explanation of – energy systems, fitness components, training principles, training methods and the competition phase of training relevant to specialised movement sequences and one movement strategy – two body and movement concepts, including quality of movement and one other, about the specialised movement sequences and movement strategies.	3–4
• recognition and appropriate explanation of aspects of – energy systems, fitness components, training principles, training methods and the competition phase of training relevant to specialised movement sequences and one movement strategy – quality of movement or one other body and movement concept, about specialised movement sequences and movement strategies.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Demonstrating and applying

Assessment objectives

2. demonstrate specialised movement sequences and movement strategies in authentic performance environments
3. apply concepts to specialised movement sequences and movement strategies in authentic performance environments

The student work has the following characteristics:	Marks
• accomplished and proficient demonstration of the specialised movement sequences and two movement strategies in authentic performance environments • accomplished and proficient application of the body and movement concepts, including quality of movement and one other, to the specialised movement sequences and two movement strategies in authentic performance environments.	9–10
• effective demonstration of the specialised movement sequences and two movement strategies in authentic performance environments • effective application of the body and movement concepts, including quality of movement and one other, to the specialised movement sequences and two movement strategies in authentic performance environments.	7–8
• competent demonstration of the specialised movement sequences and two movement strategies in authentic performance environments • competent application of the body and movement concepts, including quality of movement and one other, to the specialised movement sequences and two movement strategies in authentic performance environments.	5–6
• variable or inaccurate demonstration of some specialised movement sequences and a movement strategy in authentic performance environments • variable or inaccurate application of the body and movement concepts, including quality of movement and one other, to some specialised movement sequences and a movement strategy in authentic performance environments.	3–4
• variable or inaccurate demonstration of isolated specialised movement sequences or a movement strategy in authentic performance environments • variable or inaccurate application of a body and movement concept in a specialised movement sequence or a movement strategy in authentic performance environments.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Analysing

Assessment objective

4. analyse and synthesise data to devise a training strategy for optimising performance of the specialised movement sequences and one movement strategy

The student work has the following characteristics:	Marks
• insightful analysis and discerning synthesis of relevant primary data and secondary data to – ascertain the most significant relationships between the ▪ demands of the specialised movement sequences and one movement strategy ▪ relevant energy systems and fitness components ▪ personal performance of the specialised movement sequences and one movement strategy – devise a personal training strategy to optimise performance of the specialised movement sequences and one movement strategy.	4–5
• appropriate analysis and synthesis of relevant primary data or secondary data to – ascertain relationships between the ▪ demands of the specialised movement sequences and one movement strategy ▪ relevant energy systems or fitness components ▪ personal performance of the specialised movement sequences and one movement strategy – devise a personal training strategy to optimise performance of the specialised movement sequences and one movement strategy.	2–3
• superficial analysis and synthesis of primary data or secondary data to identify a relationship between the physical activity and energy, fitness and training.	1
• does not satisfy any of the descriptors above.	0

Criterion: Evaluating and justifying

Assessment objectives

5. evaluate a training strategy and movement strategies relevant to the selected physical activity
6. justify a training strategy and movement strategies relevant to the selected physical activity

The student work has the following characteristics:	Marks
• critical evaluation of the effectiveness of – personal performance of the specialised movement sequences and two movement strategies by applying two body and movement concepts, including quality of movement and one other, to appraise the outcome, implications and limitations – the training strategy using selected principles of training to appraise the outcome, implications and limitations of the selected training methods, energy systems and fitness components • discerning justification of the development, modification and maintenance of the training strategy and movement strategies to optimise personal performance, using evidence from primary data and secondary data.	7–8
• considered evaluation of the effectiveness of – personal performance of the specialised movement sequences and two movement strategies by applying two body and movement concepts, including quality of movement and one other, to appraise the outcome, implications and limitations – the training strategy using selected principles of training to appraise the outcome, implications and limitations of the selected training methods, energy systems and fitness components • considered justification of the development, modification and maintenance of the training strategy and movement strategies to optimise personal performance, using evidence from primary data and secondary data.	5–6
• feasible evaluation of the effectiveness of – personal performance of some specialised movement sequences and two movement strategies by applying two body and movement concepts, including quality of movement and one other, to appraise the outcome, implications or limitations – the training strategy using selected principles of training to appraise the outcome, implications or limitations of a selected training method, energy system or fitness components • feasible justification of the development, modification or maintenance of aspects of the training strategy and movement strategies to optimise personal performance, using evidence from primary data or secondary data.	3–4
• superficial evaluation of the effectiveness of aspects of the training strategy or a movement strategy by describing the outcome or an implication or limitation • superficial justification of aspects of the training strategy or a movement strategy.	1–2
• does not satisfy any of the descriptors above.	0

Criterion: Communicating

Assessment objective

7. make decisions about and use language, conventions and mode-appropriate features to communicate information about strategies to a technical audience

The student work has the following characteristics:	Marks
• discerning decision-making about and accurate use of – visual, and written and/or spoken modes to achieve a particular purpose – language suitable for a technical audience – referencing and folio genre conventions.	3
• appropriate decision-making about and use of – visual, and written and/or spoken modes to achieve a particular purpose – language suitable for a technical audience – referencing and folio genre conventions.	2
• variable and/or inappropriate use of – visual, and written and/or spoken modes – language – referencing or folio genre conventions.	1
• does not satisfy any of the descriptors above.	0

5.4.2 Summative external assessment (EA): Examination — combination response (25%)

General information

Summative external assessment is developed and marked by the QCAA. In Physical Education it contributes 25% to a student's overall subject result.

The external assessment in Physical Education is common to all schools and administered under the same conditions, at the same time, on the same day.

Description

The examination assesses the application of a range of cognitions to multiple provided questions.

Student responses must be completed individually, under supervised conditions, and in a set time frame.

Assessment objectives

This assessment technique is used to determine student achievement in the following objectives:

1. recognise and explain energy, fitness and training concepts and principles about movement
4. analyse and synthesise data to devise strategies about energy, fitness and training
5. evaluate training strategies about movement
6. justify training strategies about movement
7. make decisions about and use mode-appropriate features, language and conventions to communicate meaning to inform a technical audience.

Note: Objectives 2 and 3 are not assessed in this instrument.

Specifications

Description

The examination requires students to respond to unseen questions about subject matter from Unit 4: Topic 1.

This examination will be a single assessment instrument with multiple parts, which may include

- multiple-choice questions — students will respond to multiple-choice questions based on subject matter from Unit 4
- short-response questions — students will respond to short-response questions based on subject matter from Unit 4
- extended response to stimulus — students will respond to an unseen question or statement and stimulus, based on subject matter from Unit 4.

Conditions

- Time: 2 hours plus 15 minutes perusal time.
- Length: 800–1000 words in total, including
  - short paragraph response items of 150–250 words per item
  - an extended response to stimulus of 400 words or more.

Instrument-specific marking guide

No ISMG is provided for the external assessment.

6 Physical activities

6.1 Net and court

Badminton

Subject matter
In this elective, students will: • demonstrate specialised movement sequences in the following positions – front court — serve (forehand, backhand, high, short), net lift, drop shots, net kill, transition to defensive (side-to-side) formation – rear court — serve (forehand, backhand, high, short), clear, drop shots, smash, transition to defensive (side-to-side) formation • demonstrate and combine foundational movement skills in specialised movement sequences – ready position — use at the centre of play, base position or in doubles defensive (side-to-side) formation – footwork — shuffle step – grip • demonstrate movement strategies from the principles of play – setting up attack ▪ force the opponent to the baseline or net at the start of a rally, e.g. a forehand high or long serve, or forehand or backhand short serve ▪ control a rally and draw the opponent to a specific area on court, e.g. drop shot – defending against attack ▪ move the opponent to the back court and create space in the front court, e.g. a forehand clear ▪ hit the shuttle from the attacker's front court into the rear court of the opponent, e.g. net lift – creating, defending and exploiting space ▪ move the opponent to the back court and create space in the front court, e.g. a forehand clear ▪ hit the shuttle from the attacker's front court into the rear court of the opponent, e.g. net lift – attacking opposition court and scoring ▪ win a rally, following an opponent's high shot to the net, e.g. backhand or forehand net kill ▪ drive the shuttle into the opponent's court to score and win the rally, or win with the following shot at the net, e.g. smash • apply body and movement concepts in specialised movement sequences and movement strategies – body awareness — balance, transfer of body weight – space awareness — use of space, direction of movement, planes of movement and movement pathways – quality of movement — speed, accuracy, force and flow of movement – relationships — positioning on court, relationship to opponent and symmetry of movement.

Tennis

Subject matter

In this elective, students will:

- demonstrate specialised movement sequences in the following positions
  - baseline — serve, smash, lob, approach shot, passing shots, forehand, backhand
  - net — smash, drop shot, lob, volley, forehand, backhand
- demonstrate and combine foundational movement skills in specialised movement sequences
  - ready position — use at the centre of play, net position and baseline position
  - footwork
  - grip
- demonstrate movement strategies from the principles of play
  - setting up attack
    - force the opponent to the baseline or to the corners of the court, e.g. variations of ground strokes
    - control a rally and draw the opponent to a specific area on court, e.g. lob
  - defending against attack
    - move the opponent to the back court and create space in the front court, e.g. variations of ground strokes
    - draw the opponent from the baseline to the front court to allow time to return to ready position, e.g. use of drop shot
    - hit the ball from the attacker's front court into the rear court of the opponent, e.g. crosscourt forehand or backhand passing shot
  - creating, defending and exploiting space
    - move the opponent to the back court and create space in the front court, e.g. crosscourt forehand or backhand
    - hit the ball from the attacker's front court into the opponent's rear court after drawing them to the net, e.g. lob
  - attacking opposition court and scoring
    - win a rally following an opponent's high shot to the net, e.g. overhead smash
    - drive the ball into the opponent's court to win the rally, or win with the following shot at the net, e.g. crosscourt volley
- apply body and movement concepts in specialised movement sequences and movement strategies
  - body awareness — balance, transfer of body weight
  - space awareness — use of space, direction of movement, planes of movement and movement pathways
  - quality of movement — speed, accuracy, force and flow of movement
  - relationships — positioning on court, relationship to opponent and symmetry of movement.

Volleyball

Subject matter

In this elective, students will:

- demonstrate specialised movement sequences in the following positions
  - setter — set (forward, reverse), block, tip, dig, serve (underarm, overarm, topspin or jump), awareness of position
  - hitter (outside hitter, opposite hitter or back-court hitter) — spike (cross-court, line), block, tip, dig, serve (underarm, overarm, topspin or jump), awareness of position
  - libero — dig, serve receive, set, awareness of position, substituting
- demonstrate and combine foundational movement skills in specialised movement sequences
  - ready position — use at setter, hitter approach and serve or hit receive
  - footwork
- demonstrate movement strategies from the principles of play
  - setting up attack
    - use front-court setter to implement attack
    - use different attack, serve or hit options, e.g. back-court setter, triple front-court hitters, short serve, topspin or jump serve
    - force opposition to use a 'free ball' or non-attacking return
  - defending against attack
    - defend against opposition attack, e.g. single block
    - maintain court position and defend against attack, e.g. double or triple block
  - creating, defending and exploiting space
    - maintain court position through transition from attack to defence, e.g. 'off the ball' and 'on the ball' movements
    - front-court setter and back-court setter strategies to implement attack
  - attacking opposition court and scoring
    - maintain court position through transition from attack to defence, e.g. 'off the ball' and 'on the ball' movements
    - front-court setter and back-court setter strategies to implement attack
- apply body and movement concepts in specialised movement sequences and movement strategies
  - body awareness — balance, transfer of body weight, flight
  - space awareness — use of space, direction of movement, planes of movement and movement pathways
  - quality of movement — speed, accuracy, force and flow of movement
  - relationships — court and net position in relation to other players.

6.2 Invasion

Australian football

Subject matter

In this elective, students will:

- demonstrate specialised movement sequences in the following positions
  - forwards (full-forward, centre half-forward, forward pockets or half-forwards) — leading, marking, bouncing, handballing, kicking, tackling, ball handling
  - midfielders including
    - ruck — jump to tap the ball at stoppages, marking, tackling, kicking, handballing, kicking goals, bouncing, ball handling
    - centre, ruck-rover, rover and wings — gaining possession at stoppages, following the ball in defensive and offensive play, ball handling, handballing, leading, bouncing, kicking, tackling, marking
  - defenders (fullback, centre halfback, back pockets or halfbacks) — stopping forwards from marking and scoring by marking or punching the ball, tackling, ball handling, kicking, handballing, bouncing
- demonstrate and combine foundational movement skills in specialised movement sequences
  - body positioning
  - footwork
- demonstrate movement strategies from the principles of play
  - setting up attack
    - break through the defence by knocking the ball forward, handballing, kicking and running to space
    - maintain possession of the ball by providing forward, backward and lateral options to the ball carrier
  - defending against attack
    - pressure the ball carrier to try to regain possession
    - delay the attack while teammates move towards the goal and organise the defence
    - defend away from the ball by positioning to cover vital spaces
  - creating, defending and exploiting space
    - use the width of the field to create space in attack
    - use the size of the field to close down space in defence
    - change the point of attack to create space between or behind the defence
  - attacking opposition goal and scoring
    - move the football into opponent's defensive area to score
    - stretch the opponent's defensive shape to draw players from the dangerous areas in front of goal
- apply body and movement concepts in specialised movement sequences and movement strategies
  - body awareness — balance, weight bearing, transfer of body weight, flight
  - space awareness — use of general space, direction of movement, level of movement, movement pathways, planes of movement
  - quality of movement — speed, accuracy, force and flow of movement
  - relationships — positioning in relation to other players and opposition.

Basketball

Subject matter

In this elective, students will:

- demonstrate specialised movement sequences in the following positions
  - guards — bringing the ball up court by dribbling and/or passing, running fast breaks after receiving an outlet pass, driving into the key to pass or shoot, outside shooting, free throws, stopping or steering opposition ball-handlers into a trap situation, rebounding
  - forwards — inside and outside shooting, free throws, blocking shots, setting screens, boxing out, rebounding, transitioning between offence and defence, dribbling, passing
  - centre — tip offs, inside and outside shooting, free throws, setting screens, boxing out, rebounding, blocking shots, transitioning between offence and defence, dribbling, passing
- demonstrate and combine foundational movement skills in specialised movement sequences
  - footwork
  - ball control
- demonstrate movement strategies from the principles of play
  - setting up attack
    - determine own court position for jump ball, throw-ins, free throws and during passages of play to gain possession
    - maintain team possession, e.g. pass selection (bounce pass, lob pass, chest pass), attacking the full court press, zone offence
  - defending against attack
    - deny space and apply pressure to opponent, e.g. full-court press or one-on-one defence, zone defence
  - creating, defending and exploiting space
    - determine own court position for jump ball, throw-ins, free throws and during passages of play to gain possession and apply pressure
    - break free from opposition player and create space for an attack play, e.g. cut, screen and seal
    - prevent opponent from scoring, e.g. zone defence, one-on-one defence
  - attacking opposition basket and scoring
    - optimise team's opportunity to score, e.g. team movement to create overlap such as 2 vs. 1 or 3 vs. 2
    - advance team play and scoring, e.g. fast break, outside shooting, driving into key
- apply body and movement concepts in specialised movement sequences and movement strategies
  - body awareness — balance, transfer of body weight, flight
  - space awareness — use of space, direction of movement, planes of movement and movement pathways
  - quality of movement — speed, accuracy, force and flow of movement
  - relationships — positioning in relation to other players and court positioning.

Futsal

Subject matter
In this elective, students will: • demonstrate specialised movement sequences in the following positions – flanker, including left and right players — forward and backward movement based on ball movement, defensive and offensive play, passing, shooting, jockeying, tackling, receiving – pivot players — protecting the ball from defender, shooting, receiving, defending and attacking, jockeying, tackling, passing – target players — forward and backward movement based on ball movement, defensive and offensive play, passing, shooting, jockeying, tackling, receiving – goalkeeper — positioning, defending, throwing, passing, receiving, jockeying, tackling • demonstrate and combine foundational movement skills in specialised movement sequences – ready position — use in goalkeeper position – footwork • demonstrate movement strategies from the principles of play – setting up attack ▪ maintain possession of the ball by providing forward, backward and lateral options to the ball carrier – defending against attack ▪ pressure the ball carrier to try to regain possession ▪ delay the attack while teammates move towards the goal and organise the defence ▪ defend away from the ball by positioning to cover vital spaces ▪ delay, pressure and block shots on goal – creating, defending and exploiting space ▪ use the width of the field to create space in attack ▪ use the size of the field to close down space in defence ▪ change the point of attack to create space between or behind the defence – attacking opposition goal and scoring ▪ stretch the opponent's defensive shape to draw players and create scoring opportunities ▪ use diagonal passes and crosses to create scoring opportunities ▪ use set plays to create scoring opportunities • apply body and movement concepts in specialised movement sequences and movement strategies – body awareness — balance, transfer of body weight, flight – space awareness — use of playing space, direction of movement, planes of movement and movement pathways – quality of movement — speed, accuracy, force and flow of movement – relationships — the position of the body and the performer in relation to team and opponents.

Netball

Subject matter

In this elective, students will:

- demonstrate specialised movement sequences in the following positions
  - defensive third, including GD and GK players — one-on-one defence, defending shots for goal to limit scoring, rebounding, gaining possession, catching and passing, leading and driving into space
  - centre court, including C, WA and WD players — defending and attacking, catching, passing, baulks and fakes, leading and driving into space, gaining possession
  - goal third, including GS and GA players — step-in shot, step-back shot, layup, rebounding and gaining possession, one-on-one defence, catching and passing, baulks and fakes, leading and driving into space
- demonstrate and combine foundational movement skills in specialised movement sequences
  - footwork
- demonstrate movement strategies from the principles of play
  - setting up attack
    - controlling ball possession by leading and driving into space, catching and passing
  - defending against attack
    - one-on-one defence or zone defence
    - defending shots for goal to limit scoring, rebounding, gaining possession, catching and passing
  - creating, defending and exploiting space
    - defending and attacking, catching, passing, baulks and fakes, leading and driving into space
  - attacking opposition goal and scoring
    - step-in shot, step-back shot, shuffle shot, running shot or lay-up, rebounding, one-on-one defence, catching and passing
- apply body and movement concepts in specialised movement sequences and movement strategies
  - body awareness — balance, transfer of body weight, flight
  - space awareness — use of court space, direction of movement, planes of movement and movement pathways
  - quality of movement — speed, accuracy, force and flow of movement
  - relationships — the position of the body and performer in relation to team and opponents.

Soccer

Subject matter

In this elective, students will:

- demonstrate specialised movement sequences in the following positions
  - defenders — forward and backward movement based on ball movement, defensive and offensive play, passing, delaying and blocking shots, jockeying, tackling, throw-ins, dribbling, heading, trapping
  - midfielders including wingers — forward and backward movement based on ball movement, defensive and offensive play, passing, shooting, throw-ins, dribbling, heading, tackling, trapping
  - strikers — forward and backward movement based on ball movement, defensive and offensive play, passing, shooting, throw-ins, dribbling, heading, tackling, trapping
  - goalkeepers — positioning in relation to goal and attackers, catching, diving, throwing, shot stopping, ball control, trapping, passing, tackling, goal kicks, punt/drop kicks
- demonstrate and combine foundational movement skills in specialised movement sequences
  - ready position — use in goalkeeper position
  - footwork
- demonstrate movement strategies from the principles of play
  - setting up attack
    - maintain possession of the ball by providing forward, backward and lateral options to the ball carrier
  - defending against attack
    - pressure the ball carrier to try to regain possession
    - delay the attack while teammates move towards the goal and organise the defence
    - defend away from the ball by positioning to cover vital spaces
    - delay, pressure and block shots on goal
  - creating, defending and exploiting space
    - use the width of the field to create space in attack
    - use the size of the field to close down space in defence
    - change the point of attack to create space between or behind the defence
  - attacking opposition goal and scoring
    - stretch the opponent's defensive shape to draw players and create scoring opportunities
    - use diagonal passes and crosses to create scoring opportunities
    - use set plays to create scoring opportunities
- apply body and movement concepts in specialised movement sequences and movement strategies
  - body awareness — balance, transfer of body weight, flight
  - space awareness — use of playing space, direction of movement, planes of movement and movement pathways
  - quality of movement — speed, accuracy, force and flow of movement
  - relationships — the position of the body and performer in relation to team and opponents.

Touch football

Subject matter

In this elective, students will:

- demonstrate specialised movement sequences in the following positions
  - middles — forward and backward movement, sidestep and swerve, switching and wrapping, dump-and-split, slow then fast movement, dummy passing, defensive and offensive play, passing, effecting a touch, roll ball, scoop, tap, scoring
  - links — forward and backward movement, sidestep and swerve, switching and wrapping, defensive and offensive play, effecting a touch, passing, roll ball, scoop, tap, scoring
  - wings — forward and backward movement based on ball movement, defensive and offensive play, sidestep and swerve, positioning on the edges, passing, effecting a touch, roll ball, scoop, tap, scoring
- demonstrate and combine foundational movement skills in specialised movement sequences
  - footwork
- demonstrate movement strategies from the principles of play
  - setting up attack
    - maintain possession of the ball by providing attacking options to the ball carrier
    - create space by dumping, 3-person rucking, 2-person rucking, wrapping, switching, dump-and-splitting
    - use variations in the speed of attack (slow then fast) to set up and advance play
  - defending against attack
    - maintain defensive line and moving forward
    - demonstrate one-on-one, sliding, shooting, wrap and switch defending
  - creating, defending and exploiting space
    - use the width of the field to create space in attack
    - use the size of the field to close down space in defence
    - change the point of attack to create space between the defence
  - attacking opposition line and scoring
    - stretch the opponent's defensive shape to draw players and create scoring opportunities
    - use switches, wraps and dump-and-splits to create scoring opportunities
    - use set plays to create scoring opportunities
- apply body and movement concepts in specialised movement sequences and movement strategies
  - body awareness — balance, transfer of body weight
  - space awareness — use of playing space, direction of movement, planes of movement and movement pathways
  - quality of movement — speed, accuracy, force and flow of movement
  - relationships — the position of the body and performer in relation to team and opponents.

Water polo

Subject matter

In this elective, students will:

- demonstrate specialised movement sequences in the following positions
  - goalkeeper — movement within goal, tracking and responding to ball position in play, responding to shooting attempts and penalty shots, stealing the ball, delivering the ball to field players in fast breaks and attacking play following a turnover, making a save, jump and crucifix, passing and receiving, dribbling, pick up and hold
  - field players — defending in zones or man-on-man, attacking through fast breaks, driving towards goal, ball movement through passing, receiving and dribbling, outside shooting, using switches and screens to free players, drawing and performing fouls
  - centre forward (CF) — positioning on offensive 2 m line, passing and receiving, wet and dry shooting, using switches and screens to free players, attracting fouls, dribbling
  - centre back in defence — man-to-man defence of CF to limit scoring opportunities, positioning in relation to side or in front of CF on 2 m line, intercepting passes and stealing the ball, passing and receiving, dribbling
- demonstrate and combine foundational movement skills in specialised movement sequences
  - egg-beater kick
- demonstrate movement strategies from the principles of play
  - setting up attack
    - determine own field position for centre throw, free pass, corner throw and during play to gain possession
    - implement specialised movement sequences relevant to positional play in attack
    - maintain team possession, e.g. pass selection — wet pass, dry pass
  - defending against attack
    - intercept a pass and prevent opponent from scoring, e.g. timed sprint in front of opposition player or anticipate ball movement in space, drop back to double mark centre forward
    - deny space and apply pressure to opponent, e.g. shadow defence
  - creating, defending and exploiting space
    - determine own field position for centre throw, free pass, corner throw and during play to gain possession or apply pressure
    - break free from opposition player and create space for an attacking play, e.g. fake and drive towards centre forward in offensive play
    - optimise team's opportunity to score, e.g. communication between the centre forward and drivers in set 'mushroom' play, drawing a professional foul to win a free throw
  - attacking opposition goal and scoring
    - optimise team's opportunity to score, e.g. specific movements of players in inside water
    - advance team play, e.g. timed lob pass over defensive player, screen, break
- apply body and movement concepts in specialised movement sequences and movement strategies
  - body awareness — body form and position, buoyancy and stability
  - space awareness — use of playing space, direction of movement, movement pathways
  - quality of movement — speed, accuracy, force and flow of movement
  - relationships — the position of the performer in relation to team and opponents, interaction and connection with the ball and water.

6.3 Striking and fielding

Cricket

Subject matter

In this elective, students will:

- demonstrate specialised movement sequences in the following positions
  - batting — front foot and back foot attack, defence, on-side, off-side and square of the wicket shots, advancing down the pitch, running between wickets and turning so the player fielding the ball can be seen
  - wicketkeeping — receiving the delivery from the bowler including glove work and footwork, stumping from a spin bowler, receiving the thrown ball from the field and breaking the stumps
  - fielding — ready positions for close to the wicket and outfield players, fielding ground balls, hand positions up and down for catching, overhand, sidearm and underhand throw
  - slips fielding — catching zone (between slips) catching off the edge of the bat and blocking bounced ball, overhand, sidearm and underhand throw
  - bowling — fundamental bowling mechanics including grip, run up, delivery stride, arm action and follow through, breaking the stumps for a run out
  - spin bowling — off spin action versus wrist spin action and execution of different deliveries
- demonstrate and combine foundational movement skills in specialised movement sequences
  - ready positions — use in batting, fielding and wicketkeeping positions
  - footwork
- demonstrate movement strategies
  - adjusting batting technique and strategy to match the conditions of the game — condition of the pitch, quality of bowlers, score of the game and positions of the fielders
  - adjusting bowling strategy (e.g. adjust line and length) to match the conditions of the game — condition of the pitch, quality of the batters, score of the game and positions of the fielders
  - adjust fielding strategies including placement of players to match their strengths (e.g. throwing catching and running speed) with the conditions of the game — condition of the pitch, quality of the batters, score of the game and positions of the fielders
  - detecting early visual cues from the bowler in terms of the length of delivery and potential spin or swing in order to prepare to hit the ball
- apply body and movement concepts in specialised movement sequences and movement strategies
  - body awareness — balance, transfer of body weight
  - space awareness — use of playing space, direction of movement, movement pathways
  - quality of movement — speed, accuracy, force and flow of movement
  - relationships — the position of the performer in relation to team and opponents, interaction and connection with the playing equipment.

Softball

Subject matter

In this elective, students will:

- demonstrate specialised movement sequences in the following positions
  - batting — batting grip, ready position, stance, swing mechanics — stride, hip rotation, swing and follow through, bunting, base running — take-off, leading off the base on the pitch, sliding and safety considerations
  - pitching — grip on the ball, stance on the plate, pitching sequence: pump, stride, delivery phase, wrist snap and follow through, pitching in strike zone, fielding ground balls, catching, throwing
  - fielding — fielding positions, ready position, fielding a ground ball, fielding footwork and preparing to throw, throwing (overarm, underarm, soft toss and relays), cut-catching fly balls, tagging, blocking the base
  - catching (catcher) — position in the catcher's box, target position, stance and glove position, receiving the ball, transferring the ball from the glove to throwing position, throwing, tagging, blocking the base
- demonstrate foundational movement skills in specialised movement sequences
  - ready positions — use at batting, fielding and catcher positions
  - footwork
  - grip — use at batting and pitching
- demonstrate movement strategies from the principles of play
  - setting up attack, e.g. positioning in batter's box, leading off a base, use of sacrifice bunts and hit and runs to advance base runners, holding bases on unforced runs
  - defending against attack, e.g. playing the lead runner, force plays, tagging at the base, tagging between bases, run-down and cut-off plays
  - creating, defending and exploiting space in response to game situations such as shifting position in the field, e.g. bunt defence and batter's placement of a hit into space to advance runners and score
  - adjusting pitching speed and variations as appropriate and in response to batter strengths/limitations, score of the innings and game situation
  - positional play of infielders and outfielders in response to different game situations such as number of players out, position of runner/s, innings, score, count on the batter, strengths and weaknesses of the batter
- apply body and movement concepts in specialised movement sequences and movement strategies
  - body awareness — balance, transfer of body weight
  - space awareness — use of playing space, direction of movement, movement pathways
  - quality of movement — speed, accuracy, force and flow of movement
  - relationships — the position of the performer in relation to team and opponents, interaction and connection with the playing equipment.

6.4 Target

Archery

Subject matter
In this elective, students will: • demonstrate specialised movement sequences – stance – nocking the arrow – setting the drawing hand, bow hand and arm – pre-draw and drawing the bow – anchor – holding and aiming, using a sighting aid – release and follow through – relaxing – breathing • demonstrate safety considerations for the range and equipment, including removal of arrows from target face • demonstrate movement strategies for target and match play archery – replicating shooting technique that displays stability prior to, during and following release, that allows accuracy of arrows on the target, and that demonstrates consistency in arrow trajectory (flight path) across a series of arrows – adjusting torso in response to sighting aid and use to account for changes in the shooting distance to the target – reading environmental conditions and adjusting shooting sequence in response – determining movement strategy based on understanding of tournament rules and scoring for target archery and clock timing, scoring and competition strategies for team shooting sequence in match play archery • apply body and movement concepts in specialised movement sequences and movement strategies – body awareness — balance, transfer of body weight, internal feedback related to muscle tension and body positioning – space awareness — direction of movement, planes of movement and movement pathways – quality of movement — speed, accuracy, force and flow of movement – relationships — the position of the performer in the competitive space, body position in relation to target.

Golf

Subject matter
In this elective, students will: • demonstrate specialised movement sequences – grip – stance and ball position – posture and eye alignment over the ball – swing phases — backswing, contact and follow through – shot and club selection – putting – chipping – long and short irons – bunker shots – driving • demonstrate movement strategies for stroke or match play competition – varying swing — length of backswing/follow through – using draw and fade techniques to avoid hazards and attack the pin – varying swing — length of backswing/follow through – playing recovery shots to improve lie and approach angle to the green – using different short irons — 7 iron to lob wedge when chipping depending on loft and spin required for pin position – adjusting stance, body position and shot selection in response to lie of the ball and distance to the target – environmental conditions and green condition • apply body and movement concepts in specialised movement sequences and movement strategies – body awareness — balance, transfer of body weight – space awareness — use of course space, direction of movement, planes of movement and movement pathways – quality of movement — speed, accuracy, force and flow of movement – relationships — the position of player on the course in relation to hazards, green and fairway.

Lawn bowls

Subject matter
In this elective, students will: • demonstrate specialised movement sequences – foot placement, stance and grip – delivery of jack considering width of green and weight of green – delivery of bowl considering width of green and weight of green – draw — forehand and backhand – trailing bowl – blocking bowl – back bowl – resting toucher bowl – weighted or heavy bowl – safety considerations for the green and equipment • demonstrate movement strategies – using a high speed, straight drive shot to take out the jack or shot bowl – using the pace of green to position the jack at preferred distance – moving exposed jack behind a bowl to prevent opposition bowl scoring – positioning a back bowl and covering opponent's bowls – moving opponent's bowls with a weighted shot or drive to attack the jack and score • apply body and movement concepts in specialised movement sequences and movement strategies – body awareness — balance, transfer of body weight on delivery of a bowl – space awareness — direction of movement, planes of movement and movement pathways – quality of movement — speed, accuracy, force and flow of movement – relationships — the position of the bowler in the competitive space.

6.5 Performance

Duathlon, aquathlon or triathlon

Subject matter

In this elective, students will:

- demonstrate specialised movement sequences in a duathlon, aquathlon or triathlon event including
  - swimming — stroke selection, streamlining, kick, drafting, dolphining, running in water
  - cycling — gliding, changing gears, pedal cadence, mount and dismount, braking, cornering and manoeuvring, straight-line movement, single-handed riding to enable signalling
  - running — pacing, drive phase, recovery phase, stride length and frequency, arm position and drive
  - transitions — mount and dismount, swim-to-ride transition, removing cap, goggles and wetsuit where legal, helmet fastening, ride-to-run transition, racking bike, removing helmet and shoes, fastening running shoes
- demonstrate movement strategies
  - swimming
    - water entry at the start — running in water, dolphining, diving depending on the venue
    - stroke — energy efficiency through streamlining, rhythm, kick, drafting
    - swim in a straight line from turning point to turning point
  - cycling
    - use aerodynamic position for maximum energy efficiency and manoeuvring and maintain required distances — draft legal or non-drafting
    - change gears to maintain pedal cadence on different terrains — flats, hills, corners/turning points
    - ride the shortest and fastest route from turning point to turning point by mounting at the start of the leg, using straight-line movement and smooth entry into and exit out of corner apexes
  - running
    - use short stride length and high cadence at the start of the run for maximum energy efficiency
    - run in a straight line from turning point to turning point
    - build tempo and speed towards the finish
  - transitions
    - swim to ride — remove cap, goggles and wetsuit where used and place in legal area, fasten helmet, remove bike from rack and run to mount point
    - ride to run — run from dismount line to transition rack, rack bike, remove helmet and place in legal area, fasten running shoes, exit transition to run course
- apply body and movement concepts in specialised movement sequences and movement strategies
  - body awareness — balance, transfer of body weight
  - space awareness — direction of movement, planes of movement and movement pathways
  - quality of movement — speed, accuracy, force and flow of movement
  - relationships — the position of the performer in the competitive space, body position with equipment.

Swimming

Subject matter

In this elective, students will:

- demonstrate specialised movement sequences in the following events
  - freestyle — streamline start, 'S' pull, recovery phase, six-beat kick, tumble turn, bilateral breathing, head position, body position
  - breaststroke — underwater start, frog kick, glide phase, pull phase, turn, head position, body position
  - backstroke — in-water start, streamline start, head position, flutter kick, downsweep-catch-upsweep stroke, shoulder rotation, tumble turn
  - butterfly — streamline start, keyhole pull, recovery phase, dolphin kick, stroke–kick timing, turn, head position, body position
- demonstrate and combine foundational movement skills in specialised movement sequences
  - starting position (track start, grab start, front weighted, rear weighted)
- demonstrate movement strategies in authentic performance environments
  - use of pacing strategies
    - even split — maintaining the same split time for each lap of the race, e.g. longer distance events
    - negative split — complete the second half of the race at a faster pace than the first half, e.g. 100 m, 200 m events
    - pacing other swimmers — racer sits with a competitor, not taking the lead but then attempts to sprint in the final laps of the race, e.g. longer distance events
  - identification of appropriate time to accelerate during the race
  - maintaining stroke technique
  - maintaining kicking pace (including two-beat cross-over kick for longer events)
  - maintaining stroke length
  - minimising breathing and changing breathing timing (freestyle and butterfly)
  - application of maximal effort when finishing the race
- apply body and movement concepts in specialised movement sequences and movement strategies
  - body awareness — body position, head position, shoulder rotation (freestyle and backstroke)
  - space awareness — direction of movement, planes of movement
  - quality of movement — speed, accuracy, force and flow of movement
  - relationships — the position of the performer in the competitive space, position of performer in relation to flags, walls for turns, starts and finishes

Track and field — track

Subject matter

In this elective, students will:

- demonstrate specialised movement sequences in the 400 m, 800 m or 1500 m event including
  - starting position
  - drive, recovery and breaking phase of leg action
  - stride length and frequency, arm position and drive
  - trunk position
  - finish dip
- demonstrate movement strategies in authentic performance environments
  - use of pacing strategies
    - even split — maintaining the same split time for each lap of the race, e.g. longer distance events
    - positive split — complete the first half of the race at a faster pace than the second half, e.g. 400 m and 800 m races, taking the lead in a race
    - negative split — complete the second half of the race at a faster pace than the first half, e.g. longer distance events
    - sit-and-kick — racer sits within the pack, not taking the lead or going very fast but then attempts to 'kick' or sprint past other racers in the final laps of the race, e.g. longer distance events
  - identification of appropriate time to accelerate during the race
  - avoid being boxed in during a race
  - maintaining speed while running the bend
  - maintaining pace with the leader(s)
  - passing on the straights rather than on the bends
  - smooth build up when passing
  - application of maximal effort when finishing the race
- apply body and movement concepts in specialised movement sequences and movement strategies
  - body awareness — balance, transfer of body weight
  - space awareness — direction of movement, planes of movement and movement pathways
  - quality of movement — speed, accuracy, force and flow of movement
  - relationships — the position of the performer in the lane and in relation to opponents.

Track and field — throws

Subject matter
In this elective, students will: • demonstrate specialised movement sequences in a javelin, discus or shot put event – appropriate grip and initial start position – velocity of movement and feet position through the sector – height of body in transition phase – head, hip and feet position prior to release – speed of arm, angle and height of release – summation of force of weight transfer and hip drive • demonstrate movement strategies in authentic performance environments – adjusting angle of release as necessary – developing appropriate speed during the wind-up, drive or run-up phase to be transferred into the release phase – varying intensities of throws depending upon order of throw within the competition ▪ first and third throws at maximal effort, second throw at a conservative effort ▪ building effort and distance throughout the competition – making adjustments to techniques, transition phase and/or release due to weather influences – making adjustments to technique or starting position after a foul • apply body and movement concepts in specialised movement sequences and movement strategies – body awareness — balance, transfer of body weight – space awareness — direction of movement, planes of movement and movement pathways – quality of movement — speed, accuracy, force and flow of movement – relationships — the position of the performer in the competitive space, body position with equipment.

Track and field — jumps

Subject matter

In this elective, students will:
• demonstrate specialised movement sequences in a long jump, triple jump or high jump event
  – angle and velocity of approach phase
  – preparatory step for take-off
  – angle of take-off phase
  – drive knee position
  – arm drive
  – transition, flight and landing phases
• demonstrate movement strategies in authentic performance environments
  – using a steady pace in the run-up, with approach being fast, controlled and accurate
  – adjusting angle and distance of run-up as necessary
  – maintaining an even rhythm and distance through the three phases of triple jump
  – varying intensities of jumps depending upon order of jump within the competition
  ▪ first and third jumps at maximal effort, second jump at a conservative effort
  ▪ building effort and distance or height throughout the competition
  – making adjustments to technique, take-off and/or run-up due to weather influences
  – making adjustments to technique or starting position after a foul
• apply body and movement concepts in specialised movement sequences and movement strategies
  – body awareness — balance, transfer of body weight
  – space awareness — direction of movement, planes of movement and movement pathways
  – quality of movement — speed, accuracy, force and flow of movement
  – relationships — the position of the performer in the competitive space, body position.

6.6 Aesthetic

Aerobic gymnastics (sport aerobics)

Subject matter

In this elective, students will:

- demonstrate specialised movement sequences in an individual or team event
  - four consecutive, stationary and identical repetitions of the compulsory moves
  - controlled execution of compulsory moves and groups of elements, including form, ease of movement, controlled posture
  - flexibility through a range of large joint movements
  - power in transitions and aerial moves
  - strength in upper and lower body as well as left and right sides
  - height in movements, e.g. lifting knees, high kicks, jumps
- demonstrate and combine foundational movement skills in specialised movement sequences
  - groups of elements
    - dynamic strength, e.g. push-ups
    - static strength, e.g. tuck press, straddle press, pike press
    - jumps and leaps, e.g. air jack, tuck jump, scissor kick, straddle jump, split leap
    - balance and flexibility, e.g. variations of straddle and splits, one-leg balance
  - compulsory moves
    - jumping jacks — four in a row, facing the front, feet maintain spacing
    - high leg kicks — four in a row, straight legs, start and finish each repetition with feet on the ground and together
    - push-ups — four in a row, on knees or toes, maintain speed/rhythm and arm movement
- demonstrate movement strategies
  - create a routine consisting of original and innovative selections of movements and patterns including arm movements
  - use the entire performance area
  - identify musical cues in selected music, i.e. high and lows, rhythms, vocals, instruments, choruses and counter tempos (music no slower than 152 beats per minute)
  - present with energy, excitement and positive emotions by using physical gestures and facial expressions throughout the performance
  - create patterns of movement that use the upper and lower body at the same time and sustain quality and speed of leg and arm movements combined with the ability to transition smoothly and quickly
  - in a team event demonstrate
    - compulsory moves in unison and facing the same direction
    - synchronisation with the music and each other
    - many formations while staying close together to allow movement as one unit
- apply body and movement concepts in specialised movement sequences and movement strategies
  - body awareness — balance, transfer of body weight
  - space awareness — direction of movement, planes of movement and movement pathways
  - quality of movement — speed, accuracy, force and flow of movement
  - relationships — the position of the performer in the competitive space, body position with equipment.

7 Glossary

Term	Explanation
A	
access	opportunity to participate
accomplished	highly trained or skilled in a particular activity; perfected in knowledge or training; expert
accuracy	the condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness
accurate	precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known fact; free from error or defect; meticulous; correct in all details
adaptability	the degree to which a skill can be modified to match changes in personal, task or environmental characteristics
adept	very/highly skilled or proficient at something; expert
adequate	satisfactory or acceptable in quality or quantity; equal to the requirement or occasion
affordances	environmental characteristics that offer opportunity for action
analyse	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
applied learning	the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts that may encompass workplace, industry and community situations; it emphasises learning through doing and includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills
Applied subject	a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations
apply	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
appraise	evaluate the worth, significance or status of something; judge or consider a text or piece of work

Term	Explanation
appropriate	acceptable; suitable or fitting for a particular purpose, circumstance, context, etc.
apt	suitable to the purpose or occasion; fitting, appropriate
area of study	a division of, or a section within a unit
aspect	a particular part of a feature of something; a facet, phase or part of a whole
assess	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature of, or extent of something
assessment	purposeful and systematic collection of information about students' achievements
assessment instrument	a tool or device used to gather information about student achievement
assessment objectives	drawn from the unit objectives and contextualised for the requirements of the assessment instrument (see also 'syllabus objectives', 'unit objectives')
assessment technique	the method used to gather evidence about student achievement, (e.g. examination, project, investigation)
associative stage	the second stage of Fitts' model of motor learning, characterised by an understanding of the fundamentals of movement and the process of refining skills
astute	showing an ability to accurately assess situations or people; of keen discernment
ATAR	Australian Tertiary Admission Rank
authentic performance environments	contexts that include specific characteristics of a category of physical activity to allow specialised movement sequences and movement strategies to be performed and data to be gathered
authoritative	able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed
autonomous stage	the final stage of Fitts' model of motor learning, characterised by automatic movement
B	
balanced	keeping or showing a balance; not biased; fairly judged or presented; taking everything into account in a fair, well-judged way
barriers	factor that restricts or prevents access to physical activity
basic	fundamental
best fit	possessing more characteristics of a particular quality

Term	Explanation
biophysical	the major biophysical sub-disciplines are functional anatomy, biomechanics, exercise physiology and motor control
body and movement concepts	a framework for enhancing movement performance; include body awareness; space awareness; quality of movement; and relationship to/with objects, people and space.
C	
categorise	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
challenging	difficult but interesting; testing one's abilities; demanding and thought-provoking; usually involving less familiar or unfamiliar elements
characteristic	a typical feature or quality
clarify	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible
clarity	clearness of thought or expression; the quality of being coherent and intelligible; free from obscurity of sense; without ambiguity; explicit; easy to perceive, understand or interpret
classify	arrange, distribute or order in classes or categories according to shared qualities or characteristics
clear	free from confusion, uncertainty, or doubt; easily seen, heard or understood;
clearly	in a clear manner; plainly and openly, without ambiguity
cognitive stage	the first stage of Fitts' model of motor learning, characterised by the development of an overall understanding of the movement
coherent	having a natural or due agreement of parts; connected; consistent; logical, orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts
comment	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
communicate	convey knowledge and/or understandings to others; make known; transmit
community	a group of people living in the same place or having a particular characteristic in common; the condition of sharing or having certain attitudes and interests in common
competent	having suitable or sufficient skills, knowledge, experience etc. for some purpose; adequate but not exceptional; capable; suitable or sufficient for the purpose; having the necessary ability, knowledge or skill to do something successfully; efficient and capable (of a person); acceptable and satisfactory, though not outstanding

Term	Explanation
competently	in an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way
competition	contest, event or activity measuring performance against an opponent, oneself or the environment either once off or as part of a series
complex	composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars
comprehend	understand the meaning or nature of; grasp mentally
comprehensive	inclusive; of large content or scope; including or dealing with all or nearly all elements or aspects of something; wide-ranging; detailed and thorough, including all that is relevant
concept	a theoretical construct; a pattern or procedure; a generalised mental operation
concise	expressing much in few words; giving a lot of information clearly and in a few words; brief, comprehensive and to the point; succinct, clear, without repetition of information
conduct	direct in action or course; manage; organise; carry out
consider	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
considerable	fairly large or great; thought about deliberately and with a purpose
considered	formed after careful and deliberate thought
consistency	the degree to which the performance varies
consistent	agreeing or accordant; compatible; not self-opposed or self-contradictory, constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard, or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time
constraints	providing the boundaries within which learners can explore and search for movement solutions within a physical activity; limitations or restrictions
construct	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
context	the circumstances that surround a particular situation or event
contrast	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout

Term	Explanation
controlled	shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds
convincing	persuaded by argument or proof; leaving no margin of doubt; clear; capable of causing someone to believe that something is true or real; persuading or assuring by argument or evidence; appearing worthy of belief; credible or plausible
course	a defined amount of learning developed from a subject syllabus
course of action	a procedure, approach or strategy adopted to respond to a situation; a set of intended actions to achieve a predetermined goal; a plan
create	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
creative	resulting from originality of thought or expression; relating to or involving the use of the imagination or original ideas to create something; having good imagination or original ideas
credible	capable or worthy of being believed; believable; convincing
critical review	to question the social, cultural and political factors that influence physical activity; involves critical analysis and evaluation of physical activity knowledge to make informed judgments and take appropriate individual and collective action; exploring matters such as inclusiveness, power inequalities, assumptions, diversity and social justice; develop strategies and actions to improve own and others engagement in physical activity
critical	involving skilful judgment as to truth, merit etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music, or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit
critique	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
cursory	hasty, and therefore not thorough or detailed; performed with little attention to detail; going rapidly over something, without noticing details; hasty; superficial
D	
data	information collected for reference, analysis and evaluation
decide	reach a resolution as a result of consideration; make a choice from a number of alternatives
defensible	justifiable by argument; capable of being defended in argument
define	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities

Term	Explanation
demonstrate	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
derive	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship;
describe	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
design	produce a plan, simulation, model or similar; plan, form or conceive in the mind
detailed	executed with great attention to detail; meticulous; including many of the parts or facts
determine	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
develop	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
devise	think out; plan; contrive; invent
differentiate	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things
discerning	discriminating; showing intellectual perception; showing good judgment; making thoughtful and astute choices; selected for value or relevance
discriminate	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different
discriminating	differentiating; distinctive; perceiving differences or distinctions with nicety; possessing discrimination; perceptive and judicious; making judgments about quality; having or showing refined taste or good judgment
discuss	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
disjointed	disconnected; incoherent; lacking a coherent order/sequence or connection
distinguish	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
diverse	of various kinds or forms; different from each other
document	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)

Term	Explanation
draw conclusions	make a judgment based on reasoning and evidence
E	
effective	successful in producing the intended, desired or expected result; meeting the assigned purpose
efficient	working in a well-organised and competent way; maximum productivity with minimal expenditure of effort; acting or producing effectively with a minimum of waste, expense or unnecessary effort
element	a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity
elementary	simple or uncompounded; relating to or dealing with elements, rudiments or first principles (of a subject); of the most basic kind; straightforward and uncomplicated
enablers	factors that facilitate access and equity in physical activity
engagement	to become involved; to occupy attentively, through effort
enhance	to raise to a higher degree; intensify; magnify
environmental constraints	constraints that refer to physical variables in nature such as light, temperature and interactions with teammates and opposition
equity	concerned with giving value to, and celebrating personal, social and cultural differences in society
erroneous	based on or containing error; mistaken; incorrect
essential	absolutely necessary; indispensable; of critical importance for achieving something
ethical decision-making framework	a five-stage decision-making framework — identifying the ethical issues and questions; exploring options through modification of games; assessing the options; selecting the best option and implementing the action; and reflecting on the action
ethical dilemmas	situations manipulated in physical activity, based on inclusion, codes of conduct, financial processes, performance enhancement, impacts of globalisation of physical activity; impact of technologies on physical activity In Physical Education, ethical dilemmas are determined by the interactions between your values, principles and your purpose for engagement in the physical activity
ethics	a system of moral principles and values, by which actions and proposals may be judged good or bad, or right or wrong; ethics poses the question ‘What should you do?’
evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria

Term	Explanation
examination	a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
examine	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
exercise	any structured and/or repetitive physical activity performed or practised where the main intention is to achieve improved physical fitness
experiential	observing, encountering or undertaking activities as they occur in the course of time to gain knowledge and understanding
experiment	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
explain	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
explicit	clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or suggested
explore	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
express	convey, show or communicate (e. g. a thought, opinion, feeling, emotion, idea or viewpoint); in words, art, music or movement; convey or suggest a representation of; depict
extended response	an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus; while students may undertake some research when writing of the extended response, it is not the focus of this technique; an extended response occurs over an extended and defined period of time
extensive	of great extent; wide; broad; far-reaching; comprehensive; lengthy; detailed; large in amount or scale
external assessment	summative assessment that occurs towards the end of a course of study and is common to all schools; developed and marked by the QCAA according to a commonly applied marking scheme
external examination	a supervised test, developed and marked by the QCAA, that assesses the application of a range of cognitions to multiple provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe

Term	Explanation
F	
fact	truth; something known to have happened; known by actual experience or observation
factual	relating to or based on facts; concerned with what is actually the case; actually occurring; having verified existence
fair play	observing rules and behaving in a sporting spirit; demonstrating attitudes and behaviours in sport consistent with the belief that sport is an ethical pursuit; does not include acts of violence, cheating, drug abuse or any form of exploitation in an effort to win; includes fair competition, respect, friendship, team spirit, equality, sport without doping, respect for written and unwritten rules such as integrity, solidarity, tolerance, care, excellence and joy
familiar	well-acquainted; thoroughly conversant with; well known from long or close association; often encountered or experienced; common; (of materials, texts, skills or circumstances) having been the focus of learning experiences or previously encountered in prior learning activities
fartlek training	training that requires continuous or unbroken effort with regular periods of high and low intensity
fatigue	diminished capacity for work as a result of prolonged or excessive exertion
feasible	capable of being achieved, accomplished or put into effect; reasonable enough to be believed or accepted; probable; likely
formative assessment	assessment whose major purpose is to improve teaching and student achievement
foundational movement skills	basic skills upon which movement sequences and movement strategies are created
fragmented	disorganised; broken down; disjointed or isolated
frequent	happening or occurring often at short intervals; constant, habitual, or regular
fundamental	forming a necessary base or core; of central importance; affecting or relating to the essential nature of something; part of a foundation or basis
G	
game play	procedure that shows the distinctive characteristics of a physical activity that is goal-directed and has rules
General subject	a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations

Term	Explanation
GPAI	game performance assessment instrument; observation tool to analyse performance in games, using a range of different criteria
I	
identify	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
illogical	lacking sense or sound reasoning; contrary to or disregardful of the rules of logic; illogical; unreasonable
implement	put something into effect, e.g. a plan or proposal
implications	conclusions or likely consequences drawn from or resulting from actions or strategies
improvement	the degree of progress observed in a movement
inaccurate	not accurate
inappropriate	not suitable or proper in the circumstances
inconsistent	lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible, incongruous
independent	thinking or acting for oneself, not influenced by others
individual	existing as a distinct entity; relating to a single person
infer	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
informed	knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment)
innovative	new and original; introducing new ideas; original and creative in thinking
insightful	showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and deduction
instrument-specific marking guide	ISMG; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
integral	necessary for the completeness of the whole; essential or fundamental

Term	Explanation
integrity	the application of generally accepted values and norms in daily practice In Physical Education, integrity is defined as the demonstration of the ethics and values that promote community confidence in sports, including: • fair and honest performances and outcomes, unaffected by illegitimate enhancements or external interests • positive conduct by athletes, administrators, officials, supporters and other stakeholders, on and off the sporting arena, which enhances the reputation and standing of the sporting contest and of sport overall
intended	designed, meant; done on purpose, intentional
internal assessment	assessments that are developed by schools; summative internal assessments are endorsed by the QCAA before use in schools and results externally confirmed contribute towards a student's final result
interpret	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or music work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
investigate	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
investigation	an assessment technique that requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time
ISMG	instrument-specific marking guide; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
isolated	detached, separate, or unconnected with other things; one-off; something set apart or characterised as different in some way
J	
judge	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination

Term	Explanation
justify	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable
L	
learner constraints	constraints that refer to the personal characteristics of a learner such as height, weight, speed, strength, fitness, motivation and emotions
learning	the modification of behaviour through interaction with the environment; knowledge acquired by systematic study; a relatively permanent change in performance, brought about by experience, excluding changes due to maturation and degeneration
learning area	a grouping of subjects, with related characteristics, within a broad field of learning, e.g. the Arts, sciences, languages
limitations	conditions or factors that restrict or control performance processes, actions or outcomes
logical	rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances
logically	according to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible
M	
make decisions	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
manipulate	adapt or change to suit one's purpose
megatrend	represents an important pattern of social, economic or environmental change
mesocycle	training period, generally 4–6 weeks duration, with a specific training focus
mental procedures	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; sometimes referred to as 'procedural knowledge' there are three distinct phases to the acquisition of mental procedures — the cognitive stage, the associative stage, and the autonomous stage; the two categories of mental procedures are skills (single rules, algorithms and tactics) and processes (macroprocedures)
methodical	performed, disposed or acting in a systematic way; orderly; characterised by method or order; performed or carried out systematically

Term	Explanation
microcycle	training period, generally a week in duration, with a specific training focus
minimal	least possible; small, the least amount; negligible
modify	change the form or qualities of; make partial or minor changes to something
motion graphics	sequential representations of images and sound; video; animation; digital multimedia presentation
motivation	the direction and intensity of effort
motor learning	the field of study concerned with understanding changes in motor control
motor learning strategies	the internal processes associated with practice or experience that lead to improving motor control and optimising performance of specialised movement sequences and movement strategies
movement	a series of actions or activities directed towards a particular end
movement sequence	a combination of fundamental movement skills and movement elements to enable a body and/or objects to move in response to a stimulus; or a planned order of movements
movement strategies	the variety of approaches that assist a player or team to successfully achieve a movement outcome or goal; include moving into space to receive a pass or hitting a ball away from opponents to make it difficult to retrieve or return the ball
multimodal	uses a combination of at least two modes (e.g. spoken, written), delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated so that each mode contributes significantly to the response
N	
narrow	limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted
O	
objectives	see ‘syllabus objectives’, ‘unit objectives’, ‘assessment objectives’
obvious	clearly perceptible or evident; easily seen, recognised or understood
optimal	best, most favourable, under a particular set of circumstances
organise	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
organised	systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities

Term	Explanation
outcome	a conclusion reached through a process; an end result or consequence
outstanding	exceptionally good; clearly noticeable; prominent; conspicuous; striking
P	
partial	not total or general; existing only in part; attempted, but incomplete
particular	distinguished or different from others or from the ordinary; noteworthy
perception–action coupling	direct link between the process of interpreting or giving meaning to information from the environment and an action
perceptive	having or showing insight and the ability to perceive or understand; discerning (see also 'discriminating')
performance	an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings, through the psychomotor domain; it involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; a performance is developed over an extended and defined period of time; in Physical Education, execution or doing; an action or proceeding; a temporary occurrence, fluctuating over time
performance data	capture of the implementation of performance and engagement in physical activity, including primary data from observations of movement concepts and strategies, and implementation of specialised movement sequences
periodisation	process of structuring training adaptation in phases or cycles
persistence	the degree to which the learner retains a skill over time
persuasive	capable of changing someone's ideas, opinions or beliefs; appearing worthy of approval or acceptance; (of an argument or statement) communicating reasonably or credibly (see also 'convincing')
perusal time	time allocated in an assessment to reading items and tasks and associated assessment materials; no writing is allowed; students may not make notes and may not commence responding to the assessment in the response space/book
physical activity	body movement that is produced by a contraction of skeletal muscle and that increases energy expenditure; broad term that includes playing games and sport, and activities such as dance, yoga, tai chi and many other forms of active recreation
physical activity context	the interrelated conditions or circumstances in which physical activity exists or occurs that can give it meaning

Term	Explanation
physically educated student	a physically educated student communicates and demonstrates the interrelatedness of learning about, through and in physical activity; makes informed decisions and critical judgments regarding their own and others' involvement in physical activity
polished	flawless or excellent; performed with skilful ease
precise	definite or exact; definitely or strictly stated, defined, or fixed; characterised by definite or exact expression or execution
precision	accuracy; exactness; exact observance of forms in conduct or actions
predict	give an expected result of an upcoming action or event; suggest what may happen based on available information
primary data	raw data that has never been manipulated; gathered through engagement, observation, interview, questionnaire or experiment
principle	an accepted or professed rule of conduct or action; a fixed rule or adopted method of action; guiding requirement for right conduct
principles of decision-making	a collection of cognitive processes resulting in a course of action influencing outcomes in physical activity
principles of training	a collection of factors considered in the development and design of a training program in order to achieve pre-determined performance outcomes
procedural knowledge	knowing how to perform certain activities
product	an assessment technique that focuses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time
proficient	well advanced or expert in any art, science, or subject; competent, skilled or adept in doing or using something
project	an assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time
propose	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
prove	use a sequence of steps to obtain the required result in a formal way

Term	Explanation
psychological bases	psychological bases of physical activity have both biophysical and sociocultural branches
psychomotor procedures	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; these are physical procedures used to negotiate daily life and to engage in complex physical activities; the two categories of psychomotor procedures are skills (foundational procedures and simple combination procedures) and processes (complex combination procedures)
purposeful	having an intended or desired result; having a useful purpose; determined; resolute; full of meaning; significant; intentional
Q	
QCE	Queensland Certificate of Education
R	
rate limiters	factors that have an effect on the learning processes of an individual; may include technical, perceptual, tactical, psychological and physiological limits
realise	create or make (e.g. a music, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
reasonable	endowed with reason; having reason or sound judgment; fair and sensible; based on good sense; average; appropriate, moderate
recall	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
recognise	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
recovery	overcoming the effect of fatigue
recreation	an activity in which people enjoy participating during their free time; often recognised as having socially worthwhile qualities; requires physical exertion
refined	developed or improved so as to be precise, exact or subtle
reflect on	think about deeply and carefully
rehearsed	practised; previously experienced; practised extensively
related	associated with or linked to
relevance	the fact of being related to the matter at hand
relevant	bearing upon or connected with the matter in hand; to the purpose; applicable and pertinent; having a direct bearing on
repetitive	containing or characterised by repetition, especially when unnecessary or tiresome

Term	Explanation
reporting	providing information that succinctly describes student performance at different junctures throughout a course of study
resolve	in the Arts, consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
routine	often encountered, previously experienced; commonplace; customary and regular; well-practised; performed as part of a regular procedure, rather than for a special reason
rudimentary	relating to rudiments or first principles; elementary; undeveloped; involving or limited to basic principles; relating to an immature, undeveloped or basic form
S	
safe	secure; not risky
secondary data	data from several sources, including published data (e.g. books, magazines, newspapers, journal articles, reports and periodicals), electronic and online data, government records
secure	sure; certain; able to be counted on; self-confident; poised; dependable; confident; assured; not liable to fail
select	choose in preference to another or others; pick out
sensitive	capable of perceiving with a sense or senses; aware of the attitudes, feelings or circumstances of others; having acute mental or emotional sensibility; relating to or connected with the senses or sensation
sequence	place in a continuous or connected series; arrange in a particular order
show	provide the relevant reasoning to support a response
significant	important; of consequence; expressing a meaning; indicative; includes all that is important; sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something
simple	easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps
simplistic	characterised by extreme simplification, especially if misleading; oversimplified
sketch	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features

Term	Explanation
skilful	having technical facility or practical ability; possessing, showing, involving or requiring skill; expert, dexterous; demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced
skilled	having or showing the knowledge, ability or training to perform a certain activity or task well; having skill; trained or experienced; showing, involving or requiring skill
sociocultural bases	the major sociocultural sub-disciplines are the social–psychological, pedagogical, philosophical, sociocultural and historical bases of physical activity
solve	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
sophisticated	of intellectual complexity; reflecting a high degree of skill, intelligence etc.; employing advanced or refined methods or concepts; highly developed or complicated
specialised movement sequences	combination of specialised fundamental movement skills and movement elements particular to position or event to enable a body and/or objects to move in response to a stimulus; a planned order of movements
specific	clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit, or definite; peculiar or proper to something, as qualities, characteristics, effects, etc.
specifically	confine to and keep within suggested subject matter
sporadic	happening now and again or at intervals; irregular or occasional; appearing in scattered or isolated instances
sport	a human activity that has physical exertion, skills, and strategies as a primary focus, with elements of competition, and for which rules and patterns of behaviour exist formally through organisations
stability	the degree of influence of internal and external disruptions when learning a skill
straightforward	without difficulty; uncomplicated; direct; easy to do or understand
strategy	a method or combined plan of actions devised to bring about a determined outcome; the strategy emerges from the integration of a scientific base (biophysical, sociocultural, psychological) and physical activity context to optimise the performance and engagement of self and others
structure	give a pattern, organisation or arrangement to; construct or arrange according to a plan
structured	organised or arranged so as to produce a desired result

Term	Explanation
structured inquiry	the teacher provides students with an issue or question and an outline for addressing it; inquiry stages are structured and are each the focus of class activities either in isolation or through connections structured by the teacher; approach known as teaching for inquiry
subject	a branch or area of knowledge or learning defined by a syllabus; school subjects are usually based in a discipline or field of study (see also 'course')
subject matter	the subject-specific body of information, mental procedures and psychomotor procedures that are necessary for students' learning and engagement within that subject
substantial	of ample or considerable amount, quantity, size etc.; of real worth or value; firmly or solidly established; of real significance; reliable; important, worthwhile
substantiated	established by proof or competent evidence
subtle	fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious
successful	achieving or having achieved success; accomplishing a desired aim or result
succinct	expressed in few words; concise; terse; characterised by conciseness or brevity; brief and clear
sufficient	enough or adequate for the purpose
suitable	appropriate; fitting; conforming or agreeing in nature, condition, or action
summarise	give a brief statement of a general theme or major point(s); present ideas and information in fewer words and in sequence
summative assessment	assessment whose major purpose is to indicate student achievement; summative assessments contribute towards a student's subject result
superficial	concerned with or comprehending only what is on the surface or obvious; shallow; not profound, thorough, deep or complete; existing or occurring at or on the surface; cursory; lacking depth of character or understanding; apparent and sometimes trivial
supported	corroborated; given greater credibility by providing evidence
sustained	carried on continuously, without interruption, or without any diminishing of intensity or extent
syllabus	a document that prescribes the curriculum for a course of study
syllabus objectives	outline what the school is required to teach and what students have the opportunity to learn; described in terms of actions that operate on the subject matter; the overarching objectives for a course of study (see also 'unit objectives', 'assessment objectives')

Term	Explanation
symbolise	represent or identify by a symbol or symbols
synthesise	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
systematic	done or acting according to a fixed plan or system; methodical; organised and logical; having, showing, or involving a system, method, or plan; characterised by system or method; methodical; arranged in, or comprising an ordered system
T	
tactical awareness	a personal response to the interaction of constraints of environment, task and player during goal-directed behaviour in a physical activity
tactical strategies	the variety of approaches that assist a player or team to successfully optimise performance through the application of specialised movement sequences, movement strategies from principles of play, and body and movement concepts
task constraints	constraints specific to particular performance contexts including rules, implements, surfaces, performance spaces and boundaries
team	a number of people associated in some joint action
technique	a method of performance; way of accomplishing
test	take measures to check the quality, performance or reliability of something
thorough	carried out through, or applied to the whole of something; carried out completely and carefully; including all that is required; complete with attention to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely
thoughtful	occupied with, or given to thought; contemplative; meditative; reflective; characterised by or manifesting thought
topic	a division of, or sub-section within a unit; all topics/sub-topics within a unit are interrelated
training methods	a number of ways of exercising during training that incorporate specific intensity levels, durations, muscle groups and movement sequences to achieve pre-determined performance outcomes relevant to a physical activity
training strategies	the variety of approaches that assist a player or team to optimise performance through the application of training methods, principles of training and periodisation
U	
unclear	not clear or distinct; not easy to understand; obscure

Term	Explanation
understand	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
uneven	unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced
unfamiliar	not previously encountered; situations or materials that have not been the focus of prior learning experiences or activities
unit	a defined amount of subject matter delivered in a specific context or with a particular focus; it includes unit objectives particular to the unit, subject matter and assessment direction
unit objectives	drawn from the syllabus objectives and contextualised for the subject matter and requirements of a particular unit; they are assessed at least once in the unit (see also 'syllabus objectives', 'assessment objectives')
unrelated	having no relationship; unconnected
unresolved	undetermined, undecided; not firm in purpose or intent
use	operate or put into effect; apply knowledge or rules to put theory into practice
V	
vague	not definite in statement or meaning; not explicit or precise; not definitely fixed, determined or known; of uncertain, indefinite or unclear character or meaning; not clear in thought or understanding; couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars; thinking or communicating in an unfocused or imprecise way
valid	sound, just or well-founded; authoritative; having a sound basis in logic or fact (of an argument or point); reasonable or cogent; able to be supported; legitimate and defensible; applicable
values	meanings or interpretations of human existence that are desirable or important guidelines for actions; objects of quality; properties of worth or merit
variable	apt or liable to vary or change; changeable; inconsistent; (readily) susceptible or capable of variation; fluctuating, uncertain
variety	a number or range of things of different kinds, or the same general class, that are distinct in character or quality; (of sources) a number of different modes or references
W	
wide	of great range or scope; embracing a great number or variety of subjects, cases, etc.; of full extent

Term	Explanation
with expression	in words, art, music or movement, conveying or indicating feeling, spirit, character, etc.; a way of expressing or representing something; vivid, effective or persuasive communication

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9 Version history

Version	Date of change	Update
1.1	February 2018	Editorial edits
		Subject matter amendments
		IA1: Project — folio • Description paragraph amendment • Minor amendments — Assessment objectives 5 and 6 modified • Specifications amendment — sequencing • Conditions amendment (time) — 15 hours changed to 5 hours
		IA2: Investigation — report • Conditions amendment (time) — 10 hours changed to 5 hours
		IA3: Project — folio • Description paragraph amended • Minor amendments — Assessment objectives 5 and 6 modified • Specifications amendment — sequencing • Conditions amendment (time) — 15 hours changed to 5 hours
		Physical activity amendments • Volleyball • Softball • Archery • Golf • Lawn bowls
		Amendment to ISMGs — IA1 and IA3
		Glossary updated
1.2	November 2020	Amendment to ISMGs — IA1, IA2 and IA3.
1.3	June 2022	Amendment to specifications and ISMGs — IA1 and IA3.

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Physical Education General Senior Syllabus 2019

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