

Sport & Recreation 2024 v1.1

Applied senior syllabus



For all Queensland schools

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1 Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at www.qcaa.qld.edu.au/senior/senior-subjects and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

2 Course overview

2.1 Rationale

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

2.2 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Investigate activities and strategies to enhance outcomes.

Students explore through active participation. They ask and answer questions in a purposeful way so that their plans, activities and strategies are informed by well-founded evidence. Students actively participate in sport and recreation to identify and interpret information about activities and strategies. They obtain essential details and apply new learning to accomplish a specific and authentic task. They use many sources of knowledge, including their own experiences, to validate their findings and bring together a range of views, practices and related information. To support their investigation, they keep records and collect and analyse their involvement, judgments, reactions and impressions about activities and strategies.

2. Plan activities and strategies to enhance outcomes.

Students outline details of action — what, who, when, where, and how. They sort, analyse and review information obtained through investigation to determine appropriate and purposeful activities and strategies. They clarify and refine ideas as they learn more. Students make decisions to design a framework to guide them as they carry out activities and strategies to solve a problem, provide a solution, develop a course of action or prepare instructions to enhance outcomes in authentic tasks.

3. Perform activities and strategies to enhance outcomes.

Students participate in authentic activities and implement strategies. Their activities and strategies are informed by investigation and planning. Students initiate a course of action in a purposeful and controlled way. Performance does not have a particular endpoint — it can be reviewed and re-planned at any time. Performance is flexible and suits a specific context, which may include individual, group, team and community environments. It is developmental, which means that it can be refined and improved over time. Performance may involve a small change at first, such as testing ideas in an activity and coming up with an initial strategy. Students may have to try several different activities and strategies before they make progress.

4. Evaluate activities and strategies to enhance outcomes.

Students make judgments based on criteria to assess outcomes, implications and/or limitations of authentic activities and strategies and reflect on how outcomes could be enhanced or maintained. Students examine and assess what has happened, then consider how they applied decision-making and problem-solving strategies to enhance or maintain positive outcomes in authentic tasks. Students record their observations in ways that allow these to be used later for reflection or as evidence. Through a process of interpretation, students synthesise a variety of information and perspectives to produce new understandings. Reflection informs improvements to practice and affirms or challenges particular ways of working.

2.3 Designing a course of study in Sport & Recreation

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

2.3.1 Course structure

Sport & Recreation is an Applied senior syllabus. It contains at least four QCAA-developed units from which schools develop their course of study.

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

Schools select four units from the unit options provided. They decide the order in which the units will be delivered. Once these decisions have been made, the four units selected and their order of implementation determine which units are considered Units 1–4.

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

2.3.2 Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

2.3.3 Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the [QCE and QCIA policy and procedures handbook](#).

2.3.4 Subject matter

Each unit contains a unit description, unit objectives and 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 the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.

2.3.5 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. 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 Islander perspectives have been embedded in the subject matter.

2.3.6 Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language 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 skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

2.4 Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

2.4.1 Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

A
The student perceptively investigates and coherently plans activities and strategies to enhance outcomes. They demonstrate proficient performance of activities and strategies. The student establishes perceptive and coherent evaluations of activities and strategies.
B
The student considers investigations and plans activities and strategies to enhance outcomes. They demonstrate competent performance of activities and strategies. The student establishes considered evaluations of activities and strategies.
C
The student investigates and plans activities and strategies to enhance outcomes. They perform activities and strategies. The student evaluates activities and strategies.
D
The student superficially investigates and plans activities and strategies. They demonstrate rudimentary performance of activities and strategies. The student shows superficial evaluations of activities and strategies.
E
The student presents incomplete investigations and plans of activities and strategies. They demonstrate variable performance of activities and strategies. The student shows insufficient evaluations of activities and strategies.

2.4.2 Determining and reporting results

Unit 1 and Unit 2

Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards.

Schools report results to the QCAA for students who complete Unit 1 and/or Unit 2. Results are reported as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

Units 3 and 4

Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS).

Schools report instrument results to the QCAA for students enrolled in Units 3 and 4 for each of the four assessments implemented. Where appropriate, schools may also report a not rated (NR).

Schools are also responsible for determining and reporting an A–E final subject result to the QCAA. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E).

3 Unit options

3.1 Unit option A: Aquatic recreation

Aquatic recreation encompasses a wide variety of water-based activities. Opportunities to participate in aquatic recreation activities are abundant in Australia, given its extensive waterways, both along the coastline and inland. Aquatic recreation contributes to the wellbeing of Australians. These activities provide people with opportunities to improve their physical and mental health and to build strong social networks and relationships in the community.

Aquatic recreation has adapted to different contexts and attracts a range of participants. The diverse activities available can be observed in elite and Olympic sports, such as competitive swimming, diving, water polo, sailing and surfing. Other competitive and recreational pursuits include surf lifesaving, snorkelling, stand-up paddleboarding, fishing, canoeing, kayaking and activities in aquatic recreation that include aqua aerobics and specific health activities.

Aquatic recreation also provides employment opportunities and is essential to the social fabric of the community, particularly in rural and remote areas. The 2032 Olympic and Paralympic Games will be a key driver for growth in aquatic recreation, including the recruitment, training and management of staff and volunteers to fulfill key roles related to international-level aquatic sporting facilities. The creation of legacy projects and sustainable business models for aquatic venues post-Olympics will also be central to long-term participation and use.

In this unit, students investigate aquatic recreation activities and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement strategies to enhance participation outcomes for themselves or a specific target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes.

3.1.1 Unit objectives

1. Investigate activities and strategies to enhance outcomes in aquatic recreation.
2. Plan activities and strategies to enhance outcomes in aquatic recreation.
3. Perform activities and strategies to enhance outcomes in aquatic recreation.
4. Evaluate activities and strategies to enhance outcomes in aquatic recreation.

3.1.2 Subject matter

Investigate

- Investigate related vocational pathways and employment opportunities in aquatic recreation across the school, sport, fitness and recreation sectors.
- Select and participate in a range of aquatic recreation activities linked to a school, sport, fitness and/or recreation sector.
- Document how specific personal and community outcomes have been enhanced through participation in aquatic recreation activities, e.g. personal enjoyment, social interaction, increased levels of participation, skill development, sense of belonging, mental and physical health.
- Analyse the factors influencing personal and community outcomes in the selected aquatic recreation activities, e.g. access to resources and community facilities, roles and responsibilities in the aquatic recreation sector, training and skills required to participate and instruct, safety, diversity, equity, inclusion, economic factors.

Plan

- Devise and sequence an activity in a selected aquatic recreation pursuit, focused on a strategy to achieve enhanced outcomes in a selected school, sport, fitness or recreation context.
- Make decisions about the methods and resources used in the activity, informed by individual experiences and a target group or setting, e.g. individual, intra-school, inter-school, community.
- Plan a course of action to implement the activity in a selected aquatic recreation pursuit to achieve enhanced outcomes in a school, sport, fitness or recreation context.

Perform

- Organise resources to perform an activity in a selected aquatic recreation pursuit.
- Demonstrate purposeful actions and strategies in a selected aquatic recreation pursuit.
- Implement the course of action using the methods and resources available in the school, sport, fitness or recreation context to support the actions and strategies in a selected aquatic recreation pursuit.

Evaluate

- Evaluate the effectiveness of the implemented activity and strategies in relation to participation and enhanced outcomes in a selected aquatic recreation pursuit.
- Assess outcomes, implications and/or limitations of the activity and strategies in a selected aquatic recreation pursuit.
- Propose recommendations to enhance outcomes in a selected aquatic recreation pursuit.

3.2 Unit option B: Athlete development and wellbeing

Athlete development can have wide-ranging goals, from increasing participation in sport for health, fitness and physical activity outcomes to fostering elite performance in sport. Athlete development promotes the holistic and long-term development of young athletes by nurturing their physical, psychosocial, technical and tactical skills.

Athlete development and wellbeing programs are essential to enhancing the performance of Australian athletes, enabling them to achieve their best during elite-level sporting competitions, including the Commonwealth, Olympic and Paralympic Games.

In this unit, students investigate holistic athlete development and wellbeing and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement strategies to enhance outcomes for themselves or a specific target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.

3.2.1 Unit objectives

1. Investigate activities and strategies to enhance outcomes in athlete development and wellbeing.
2. Plan activities and strategies involved to enhance outcomes in athlete development and wellbeing.
3. Perform activities and strategies to enhance outcomes in athlete development and wellbeing.
4. Evaluate activities and strategies to enhance outcomes in athlete development and wellbeing.

3.2.2 Subject matter

Investigate

- Investigate
 - related vocational pathways and employment opportunities in athlete development and wellbeing across the school, sport, fitness and recreation sectors
 - existing frameworks underpinning athlete development and wellbeing programs, e.g. Sport Australia's Gold Medal Ready; Sport 2030.
- Select and participate in a range of athlete development and wellbeing activities linked to a school, sport, fitness and/or recreation sector.
- Document how specific outcomes have become enhanced through participation in athlete development activities, e.g. skill development, self-regulation, psychological preparation, time management, studying, social interactions, team dynamics, tactical awareness, nutritional requirements, training methods, strength and conditioning, career planning, mental and physical health.
- Analyse the factors influencing outcomes in the selected athlete development activities, e.g. access to resources and sporting facilities; social support networks, including family, coaches, allied health professionals; roles and responsibilities in athlete development and wellbeing; coaching expertise; training and athlete skill development; safety; economic factors; ethical behaviour and fair play.

Plan

- Devise and sequence an activity in a selected school, sport, fitness or recreation context, focused on a strategy to achieve enhanced outcomes in athlete development and wellbeing.
- Make decisions about the methods and resources used in the activity, informed by individual experiences and a target group or setting, e.g. individual, intra-school, inter-school, community.
- Plan a course of action to implement the athlete development and wellbeing activity in a selected school, sport, fitness or recreation context.

Perform

- Organise resources to perform an activity or strategy in a selected athlete development and wellbeing context.
- Demonstrate purposeful actions and strategies in a selected athlete development and wellbeing context.
- Implement the course of action using the methods and resources available in the school, sport, fitness or recreation context to support the selected athlete development and wellbeing actions and strategies.

Evaluate

- Evaluate the effectiveness of the implemented activity and strategies in relation to performance and enhanced outcomes in a selected sport.
- Assess outcomes, implications and/or limitations of the activities and strategies in a selected sport.
- Propose recommendations to enhance outcomes in a selected athlete development and wellbeing context.

3.3 Unit option C: Challenge in the outdoors

Challenge in the outdoors is provided through a wide variety of recreational-based activities that may include experiential outdoor education, camping, orienteering and bushwalking, navigation skills, bushcraft, cycling, fishing, canoeing, surfing and climbing. Opportunities to participate in outdoor recreation activities are abundant in Australia, given its vast and varied natural environment, both along the coastline and inland. These activities provide people with opportunities to improve levels of physical and mental health and to build strong social networks and relationships. Outdoor recreation contributes to the wellbeing of Australians and helps participants to appreciate, promote and act to preserve the value of Australia's environment.

Outdoor recreation has adapted to different contexts and attracts a diverse range of participants. A broad variety of activities can be enjoyed in the outdoors, such as eco-tourism. The diverse activities available can be observed in elite and Olympic sports, such as sport climbing, mountain biking, canoeing and kayaking. Many participants are not associated with teams, clubs or competition, but gain much from their involvement as individuals or in social groups because of the mental and physical challenges embedded in each of these activities.

In this unit, students investigate challenging outdoor recreation activities and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement strategies to enhance participation outcomes for a target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.

3.3.1 Unit objectives

1. Investigate activities and strategies to enhance outcomes in outdoor challenges.
2. Plan activities and strategies to enhance outcomes in outdoor challenges.
3. Perform activities and strategies to enhance outcomes in outdoor challenges.
4. Evaluate activities and strategies to enhance outcomes in outdoor challenges.

3.3.2 Subject matter

Investigate

- Investigate related vocational pathways and employment opportunities in outdoor challenge activities across the school, sport, fitness and recreation sectors.
- Select and participate in a range of outdoor challenge activities linked to a school, sport, fitness and/or recreation sector.
- Document how specific outcomes have become enhanced through participation in outdoor challenge activities, e.g. personal enjoyment, social interaction, increased levels of participation, skill development, sense of belonging, mental and physical health.
- Analyse the factors influencing outcomes in the selected outdoor challenge activities, e.g. weather conditions, risk management, codes of conduct, environmental and ecological concerns, sustainability, age and prior experience of participants, accessibility, school staffing requirements.

Plan

- Devise and sequence activities in a selected outdoor challenge pursuit, focused on a strategy to achieve enhanced outcomes in a selected school, sport, fitness or recreation context.
- Make decisions about the methods and resources used in the activities, informed by individual experiences and a target group or setting in the school, sport, fitness or recreation context.
- Plan a course of action to implement the activities in a selected outdoor challenge pursuit in a school, sport, fitness or recreation context.

Perform

- Organise resources to perform activities in a selected outdoor challenge pursuit.
- Demonstrate purposeful actions and strategies in a selected outdoor challenge pursuit.
- Implement the course of action using the methods and resources available in a school, sport, fitness or recreation context to support the selected outdoor challenge pursuit.

Evaluate

- Evaluate the effectiveness of the implemented activities and strategies in relation to participation and enhanced outcomes in a selected outdoor challenge pursuit.
- Assess outcomes, implications and/or limitations of the activities and strategies in a selected outdoor challenge pursuit.
- Propose recommendations to enhance outcomes in a selected outdoor challenge pursuit.

3.4 Unit option D: Coaching and officiating

Contemporary approaches to the development of coaches and officials support individual progression, education and training. These approaches enable safe, fun and inclusive environments that consider the needs of all participants.

Coaches need to be well equipped to provide optimal environments that nurture belonging and inclusion, create positive sporting experiences and motivate more Australians to participate in organised sport.

Officials have an important role in any sport. Without officials, including volunteers, most sporting competitions would not be able to function. Effective officiating is also crucial in the delivery of safe, inclusive and fair competitions.

Coaching and officiating pathway programs are essential to developing and encouraging world-class coaches and officials. Coaches play a critical role in showcasing the performances of Australian athletes at elite-level sporting competitions, including the Commonwealth, Olympic and Paralympic Games. Officials play a critical role in making fair sporting decisions. Individual character traits such as integrity, honesty, trustworthiness and respect are integral to the roles of coaches and officials.

In this unit, students investigate best practice in coaching and officiating and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement strategies to enhance outcomes for themselves or a specific target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.

3.4.1 Unit objectives

1. Investigate activities and strategies to enhance outcomes in coaching and officiating.
2. Plan activities and strategies to enhance outcomes in coaching and officiating.
3. Perform activities and strategies to enhance outcomes in coaching and officiating.
4. Evaluate activities and strategies to enhance outcomes in coaching and officiating.

3.4.2 Subject matter

Investigate

- Investigate
 - related vocational pathways and employment opportunities in coaching and officiating across the school, sport, fitness and recreation sectors
 - existing frameworks underpinning coaching and officiating pathway programs, e.g. Sport Australia's High Performance Coach Development; Community Officiating General Principles course.
- Select and participate in a range of coaching and officiating activities linked to a school, sport, fitness and/or recreation sector.
- Document how specific outcomes have become enhanced through participation in coaching and officiating activities, e.g. ethical responsibilities, personal and interpersonal skill development, ongoing coach and official education, psychological preparation, time management, conflict resolution, team dynamics, safety, training methods, strength and conditioning, mental and physical health.
- Analyse the factors influencing outcomes in the selected coaching and officiating activities, e.g. ethical behaviour and fair play; access to training, mentoring and coaching and officiating expertise; availability of resources and sporting facilities; safety; roles and responsibilities in coaching and officiating.

Plan

- Devise and sequence an activity in a selected school, sport, fitness or recreation context, focused on a strategy to achieve enhanced outcomes in a coaching and officiating performance.
- Make decisions about the methods and resources used in the activity, informed by individual experiences and the target group or setting, e.g. individual, intra-school, inter-school, community.
- Plan a course of action to implement the activity in a selected school, sport, fitness or recreation context.

Perform

- Organise resources to perform a coaching and officiating activity or strategy in a selected school, sport, fitness or recreation context.
- Demonstrate purposeful actions and strategies in a selected school, sport, fitness or recreation context.
- Implement the course of action using the methods and resources available in the school, sport, fitness or recreation context to support the selected coaching and officiating actions and strategies.

Evaluate

- Evaluate the effectiveness of the implemented coaching and officiating activity and strategies in relation to performance and enhanced outcomes in a selected school, sport, fitness or recreation context.
- Assess outcomes, implications and/or limitations of the coaching and officiating activities and strategies in a selected school, sport, fitness or recreation context.
- Propose recommendations to enhance outcomes in a selected school, sport, fitness or recreation context

3.5 Unit option E: Community recreation

Community recreation includes a wide variety of activities, including recreation at the local level, at neighbourhood facilities and in community programs. Community recreation incorporates activities such as community sport, adventure tourism, aquatic recreation, personal development programs and rehabilitation programs. Community recreation contributes to the wellbeing of Australians. These activities provide people with opportunities to improve their physical and mental health and to build strong social networks and relationships.

Community recreation also provides employment opportunities and is essential to the social fabric of the community, particularly in rural and remote areas. The 2032 Olympic and Paralympic Games will be a key driver for growth in community recreation, including the recruitment, training and management of staff and volunteers to fulfill key roles related to international-level sporting facilities and community-based training facilities. The creation of legacy programs and sustainable business models for venues post-Olympics will also be central to long-term participation community in community recreation and use of community-based facilities.

In this unit, students investigate community recreation activities and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement strategies to enhance participation outcomes for a target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.

3.5.1 Unit objectives

1. Investigate activities and strategies to enhance outcomes in community recreation.
2. Plan activities and strategies to enhance outcomes in community recreation.
3. Perform activities and strategies to enhance outcomes in community recreation.
4. Evaluate activities and strategies to enhance outcomes in community recreation.

3.5.2 Subject matter

Investigate

- Investigate related vocational pathways and employment opportunities in community recreation across the school, sport, fitness and recreation sectors.
- Select and participate in a range of community recreation activities linked to a school, sport, fitness and/or recreation sector.
- Document how specific outcomes have become enhanced through participation in community recreation activities, e.g. personal enjoyment, social interaction, increased levels of participation, skill development, sense of belonging, mental and physical health.
- Analyse the factors influencing outcomes in the selected community recreation activities, e.g. access to resources and community facilities, safety, roles and responsibilities in the community recreation sector, training and skills required to participate and instruct, safety, diversity, equity, inclusion, economic factors.

Plan

- Devise and sequence an activity in a selected community recreation pursuit, focused on a strategy to achieve enhanced outcomes in a selected school, sport, fitness or recreation context.
- Make decisions about the methods and resources used in the activity, informed by individual experiences and a target group or setting, e.g. school students in after-school programs, adults, specific populations.
- Plan a course of action to implement the community recreation activity in a selected community sport, fitness or recreation context to support the selected community recreation actions and strategies.

Perform

- Organise resources to perform an activity in a selected community recreation pursuit.
- Demonstrate purposeful actions and strategies in a selected community recreation pursuit.
- Implement the course of action using the methods and resources available in the community recreation context.

Evaluate

- Evaluate the effectiveness of the implemented community recreation activity and strategies in relation to participation and enhanced outcomes in a selected community sport, fitness or recreation context.
- Assess outcomes, implications and/or limitations of the community recreation activity and strategies in a selected community sport, fitness or recreation context.
- Propose recommendations to enhance community recreation outcomes in a selected community sport, fitness or recreation context.

3.6 Unit option F: Emerging trends in sport, fitness and recreation

Global shifts in participation in sport, fitness and recreation mean that traditional sports now compete with less organised activities such as yoga, bushwalking, cycling, gym and running for the physical activity demands of Australians.

These trends have also influenced elite sport, including the Olympic and Paralympic Games. Sports are added to the Games' programs to reflect trends, including surfing, skateboarding, BMX freestyle, sport climbing and karate at the Tokyo 2020 Games; and dancesport at the Paris 2024 Games.

Traditional sports now have modified versions, including Twenty20 cricket, Fast4 tennis, Fast5 netball, rugby 7s and AFL 9s. New forms of competitive sport, such as eSports, have developed into thriving industries.

Emerging recreation trends include obstacle-style courses, parkour, water parks, foiling watercraft, social climbing groups and geocaching. Emerging fitness trends include Tabata and HIIT-style group fitness classes, functional fitness and community physical activity groups.

In this unit, students investigate the key drivers of these emerging trends and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement strategies to enhance participation outcomes for a target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.

3.6.1 Unit objectives

1. Investigate activities and strategies to enhance outcomes in emerging forms of sport, fitness and recreation.
2. Plan activities and strategies to enhance outcomes in emerging forms of sport, fitness and recreation.
3. Perform activities and strategies to enhance outcomes in emerging forms of sport, fitness and recreation.
4. Evaluate activities and strategies to enhance outcomes in emerging forms of sport, fitness and recreation.

3.6.2 Subject matter

Investigate

- Investigate related vocational pathways and employment opportunities in emerging forms of sport, fitness and recreation across the school, sport, fitness and recreation sectors.
- Select and participate in a range of selected emerging forms of sport, fitness or recreation linked to a school, sport, fitness and/or recreation sector.
- Document how specific outcomes have become enhanced through participation in emerging forms of sport, fitness and recreation, e.g. personal enjoyment, social interaction, increased levels of participation, skill development, sense of belonging, mental and physical health.
- Analyse the factors influencing outcomes in the selected emerging forms of sport, fitness and recreation, e.g. the rise of individual sport, fitness and recreation compared to team environments; plateaued or declining involvement in organised sport; access to resources and facilities; safety; diversity; equity; inclusion; economic factors.

Plan

- Devise and sequence an activity in a selected emerging form of sport, fitness or recreation, focused on a strategy to achieve enhanced outcomes in a selected school, sport, fitness or recreation context.
- Make decisions about the methods and resources used in the activity, informed by emerging trends and a target group or setting, e.g. intra-school, inter-school, community.
- Plan a course of action to implement the activity in a selected emerging form of sport, fitness or recreation.

Perform

- Organise resources to perform an activity in a selected emerging form of sport, fitness or recreation.
- Demonstrate purposeful actions and strategies in a selected emerging form of sport, fitness or recreation.
- Implement the course of action using the methods and resources available in the school or community recreation context to support the selected actions and strategies.

Evaluate

- Evaluate the effectiveness of the implemented activity and strategies in relation to participation and enhanced outcomes in a selected emerging form of sport, fitness or recreation.
- Assess outcomes, implications and/or limitations of the activities and strategies in a selected emerging form of sport, fitness or recreation.
- Propose recommendations to enhance outcomes in a selected emerging form of sport, fitness or recreation.

3.7 Unit option G: Event management

Event management requires a range of diverse skills and specialist knowledge about how to organise, manage and promote events in sport and recreation activities. The experiences, skills and knowledge linked to event management can also transfer to a broad range of settings, including the sport, tourism, marketing, media and cultural sectors.

Event management provides employment opportunities, including roles in cultural and business events, managing and planning conferences, meetings and exhibitions, as well as coordinating and facilitating of other community events and activities. The 2032 Olympic and Paralympic Games will be a key driver for growth in event management, including the recruitment, training and management of staff and volunteers to fulfill key roles required for the management of media, sport and cultural events. The legacy associated with Olympic-related events and event management will be central to long-term economic, environmental and infrastructure changes.

In this unit, students investigate a range of event management activities and strategies. They analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan events and implement strategies to enhance participation outcomes for target groups. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves and a specific target group.

3.7.1 Unit objectives

1. Investigate activities and strategies to enhance outcomes in event management.
2. Plan activities and strategies to enhance outcomes in event management.
3. Perform activities and strategies to enhance outcomes in event management.
4. Evaluate activities and strategies to enhance outcomes in event management.

3.7.2 Subject matter

Investigate

- Investigate related vocational pathways and employment opportunities in event management across the school, sport, fitness and recreation sectors.
- Select and participate in a range of events linked to a school, sport, fitness and/or recreation sector.
- Document how specific outcomes have become enhanced through participation in different events, e.g. personal enjoyment, social interaction, increased levels of participation, skill development, sense of belonging, mental and physical health.
- Analyse the factors influencing outcomes in the selected events, e.g. access to resources and community facilities, safety, promotion and marketing of events, roles and responsibilities in event management, training and skills required in event management, diversity, equity, inclusion, economic factors.

Plan

- Devise and sequence activities in selected events, focused on strategies to achieve enhanced outcomes in a selected school, sport, fitness or recreation context.
- Make decisions about the methods and resources used in the activity, informed by individual experiences and target groups or settings, e.g. inter-class or intra-class tournaments, come-and-try events, school students in after-school programs, adults and other community members, specific populations.
- Plan a course of action to implement the event management activities in selected events.

Perform

- Organise resources to perform activities in selected events.
- Demonstrate purposeful actions and strategies in selected events.
- Implement the courses of action using the methods and resources available in the school, sport or community recreation setting.

Evaluate

- Evaluate the effectiveness of the implemented activities and strategies in relation to participation and enhanced outcomes in the selected events.
- Assess outcomes, implications and/or limitations of the activities and strategies in the selected events.
- Propose recommendations to enhance outcomes in the selected events.

3.8 Unit option H: Fitness for sport and recreation

Fitness and training require a range of specific skills and specialist knowledge about how to organise, structure and schedule programs in sport and recreation activities. The experiences, skills and knowledge linked to fitness and training can also transfer to a broad range of settings, including elite sport, community sport, personal training and group exercise in community fitness sectors.

Fitness and training also provide employment opportunities, including roles as fitness advisers and trainers in health centres, sports teams, community centres and gyms. The 2032 Olympic and Paralympic Games will be a key driver for growth in fitness-related activities requiring the recruitment and training of staff to organise, structure and administer fitness-related programs and activities for users of international-level and community-based sporting facilities. The creation of legacy programs will be central to long-term participation in fitness-related activities and safe and sustainable environments for venues post-Olympics.

In this unit, students investigate a range of fitness and training activities and strategies. They analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan fitness and training sessions and implement strategies to enhance specific outcomes for target groups. They evaluate the effectiveness of their strategies and justify recommendations to enhance specific outcomes for themselves or a specific target group.

3.8.1 Unit objectives

1. Investigate activities and strategies to enhance outcomes in fitness for sport and recreation.
2. Plan activities and strategies to enhance outcomes in fitness for sport and recreation.
3. Perform activities and strategies to enhance outcomes in fitness for sport and recreation.
4. Evaluate activities and strategies to enhance outcomes in fitness for sport and recreation.

3.8.2 Subject matter

Investigate

- Investigate related vocational pathways and employment opportunities in fitness across the school, sport, fitness and recreation sectors.
- Select and participate in a range of fitness and training activities linked to a school, sport, fitness and/or recreation sector.
- Document how specific outcomes have become enhanced through participation in different fitness and training activities, e.g. development of specific components of fitness, enhanced performance, skill development, knowledge of training methods.
- Analyse the factors influencing outcomes in the selected fitness and training activities, e.g. access to resources and community facilities, safety, roles and responsibilities in strength and conditioning, training and skills required in fitness and training activities, diversity, equity, inclusion, economic factors.

Plan

- Devise and sequence activities in the selected fitness and training activities, focused on strategies to achieve enhanced outcomes in a selected school, sport, fitness or recreation context.
- Make decisions about the methods and resources used in the activities, informed by individual experiences and target groups or settings, e.g. general and specific strength and conditioning programs, fitness and training in after-school programs, fitness and training with adults and other community members, fitness and training with specific groups.
- Plan a course of action to implement sessions in selected fitness and training activities with a specific target group.

Perform

- Organise resources to perform strength and conditioning activities in a selected target group.
- Demonstrate purposeful actions and training strategies in a selected target group.
- Implement the course of action using the methods and resources available in the school, sport or community recreation setting.

Evaluate

- Evaluate the effectiveness of the implemented activities and strategies in relation to performance and other enhanced outcomes in the selected target group.
- Assess outcomes, implications and/or limitations of the activities and strategies in the selected target group.
- Propose recommendations to enhance outcomes in the selected target group.

3.9 Unit option I: Marketing and communication in sport and recreation

Marketing and communication are becoming an increasingly important aspect of sport and recreation promotion. Effective marketing enables organisations to communicate with participants, potential members, potential sponsors and other stakeholders about the activities of the organisation. Marketing and communication strategies enable organisations to reach new audiences and promote products and services offered.

Marketing and communication also provide employment opportunities in the sport and recreation sector. These include marketing, media, social media and communication roles in a range of agencies, from elite sport settings to non-profit organisations. The 2032 Olympic and Paralympic Games will be a key driver for growth in sporting and cultural events requiring marketing and communication skills. Marketing and communication staff will be needed to promote international-level sporting facilities, competitions and events; recruit potential participants; and communicate with large numbers of staff and volunteers. The legacy associated with Olympics-related events will also require effective marketing and communication to generate sustainable models for venues, events and activities post-Olympics.

In this unit, students investigate sports marketing and communication activities and analyse contextual factors in the sector, including resources, barriers and enablers, that affect outcomes. Students plan and implement marketing and communication strategies to enhance outcomes for a target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.

3.9.1 Unit objectives

1. Investigate activities and strategies to enhance outcomes in marketing and communication.
2. Plan activities and strategies to enhance outcomes in marketing and communication.
3. Perform activities and strategies to enhance outcomes in marketing and communication.
4. Evaluate activities and strategies to enhance outcomes in marketing and communication.

3.9.2 Subject matter

Investigate

- Investigate related vocational pathways and employment opportunities in marketing and communication across the school, sport, fitness and recreation sectors.
- Select and participate in a range of marketing and communication activities linked to a school, sport, fitness and/or recreation sector.
- Document how specific outcomes have become enhanced through participation in marketing and communication activities, e.g. enhanced participation levels; social media engagement; communication with stakeholders; provision of information to participants, members, sponsors.
- Analyse the factors influencing outcomes in marketing and communication activities, e.g. access to resources and community networks; roles and responsibilities in marketing and communication; training and skills required in marketing and communication; diversity; equity; inclusion; economic factors.

Plan

- Devise and sequence activities in marketing and communication in a selected school, sport, fitness or recreation pursuit, focused on a strategy to achieve enhanced outcomes in a selected school, sport, fitness or recreation context.
- Make decisions about the methods and resources used in the activity, informed by individual experiences and a target group or setting, e.g. school students in after-school programs; intra-school or inter-school club; community fitness, sport and recreation; adult and elite sport and recreation; specific groups.
- Plan a course of action to implement marketing and communication activities in a selected community sport, fitness or recreation pursuit.

Perform

- Organise resources to perform marketing and communication activities in a selected school, sport, fitness or recreation pursuit.
- Demonstrate purposeful marketing and communication actions and strategies in a selected school, sport, fitness or recreation pursuit.
- Implement the course of action using the methods and resources available in the school, sport, fitness or recreation setting.

Evaluate

- Evaluate the effectiveness of implemented activity and strategies in relation to participation and enhanced outcomes in a selected school, sport, fitness or recreation pursuit.
- Assess outcomes, implications and/or limitations of the activities and strategies in a selected school, sport, fitness or recreation pursuit.
- Propose recommendations to enhance outcomes in a selected school, sport, fitness or recreation pursuit.

3.10 Unit option J: Optimising performance

Optimising athletic performance requires a range of specialist knowledge that includes training in mental skills; nutrition; and sports medicine and first aid, specifically in managing and recovering from training and injuries. The experiences, skills and knowledge linked to these critical aspects of performance can also transfer to a broad range of settings, including elite sport, community sport, personal training and group exercise in community fitness sectors.

These critical disciplines also provide employment opportunities, including roles as advisers and trainers in health centres, sports teams, community centres and gyms. The 2032 Olympic and Paralympic Games will be a key driver for growth in fields related to optimising performance, requiring of the recruitment and training of staff and volunteers in these disciplines to organise, structure and administer training and recovery programs based in international-level and community-level sporting facilities. The creation of legacy programs will be central to safe and sustainable environments for venues post-Olympics.

In this unit, students investigate a range of activities and strategies to optimise athletic performance. They analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan to optimise their own or others' performance and implement strategies to enhance specific outcomes. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.

3.10.1 Unit objectives

1. Investigate activities and strategies to optimise performance.
2. Plan activities and strategies to optimise performance.
3. Perform activities and strategies to optimise performance.
4. Evaluate activities and strategies to optimise performance.

3.10.2 Subject matter

Investigate

- Investigate related vocational pathways and employment opportunities in optimising performance across the school, sport, fitness and recreation sectors.
- Select and participate in a range of activities to optimise performance, linked to a school, sport, fitness and/or recreation sector.
- Document how specific outcomes have become enhanced through participation in different activities, e.g. development of event-specific nutritional requirements, focused mental skills training, relevant sports medicine principles, knowledge of first aid to treat injuries.
- Analyse the factors influencing outcomes in the selected training activities, e.g. access to resources and community facilities, safety, roles and responsibilities in performance optimisation, training and skills required in preparing for optimum performance, diversity, equity, inclusion, economic factors.

Plan

- Devise and sequence activities to optimise performance, focused on selected strategies, e.g. development of specific nutritional requirements, mental skills training, sports medicine principles, knowledge of first aid to achieve enhanced outcomes in a selected school, sport, fitness or recreation context.
- Make decisions about the methods and resources used in the activity, informed by individual experiences.
- Plan a course of action to implement sessions to optimise individual or team performance in a specific target group.

Perform

- Organise resources for selected strategies to develop optimum performance in an individual or team in a selected target group.
- Demonstrate purposeful actions using selected optimal performance strategies for an individual or team in a selected target group.
- Implement the course of action using the methods and resources available in the school, sport or community recreation setting.

Evaluate

- Evaluate the effectiveness of the implemented activities and strategies in relation to optimal performance and other enhanced outcomes in the selected target group.
- Assess outcomes, implications and/or limitations of the activities and strategies in the selected target group.
- Propose recommendations to enhance outcomes in the selected target group.

3.11 Unit option K: Outdoor leadership

Leadership in the outdoors helps to develop students' understanding of leadership concepts and the organisation of outdoor recreation activities. Outdoor activities provide the context for application and opportunities for a range of experiences that enable individuals to build an awareness of themselves, understand group dynamics and appreciate the environment.

Outdoor leadership prepares students to exercise skills and strategies that are transferable to everyday life and multiple work environments. Outdoor leadership also builds capacity in the tourism sector by preparing students for careers as guides, instructors and outdoor adventure operators. It also provides a path to further study that leads to positions in management, human services, teaching and research.

In this unit, students investigate leadership in the outdoors and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement strategies to enhance participation outcomes for a target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.

3.11.1 Unit objectives

1. Investigate activities and strategies to enhance performance in outdoor leadership.
2. Plan activities and strategies to enhance performance in outdoor leadership.
3. Perform activities and strategies to enhance performance in outdoor leadership.
4. Evaluate activities and strategies to enhance performance in outdoor leadership.

3.11.2 Subject matter

Investigate

- Investigate related vocational pathways and employment opportunities in outdoor leadership across the school, sport, fitness and recreation sectors.
- Select and participate in a range of outdoor leadership activities linked to a school, sport, fitness and/or recreation sector.
- Document how specific outcomes have become enhanced through participation in outdoor leadership activities, e.g. personal enjoyment, interpersonal skills, initiative, increased levels of participation, skill development, sense of belonging, mental and physical health.
- Analyse the factors influencing outcomes in the selected outdoor leadership activities, e.g. weather conditions, risk management, codes of conduct, interpersonal skills, environmental and ecological concerns, sustainability, age and prior experience of participants, accessibility, school staffing requirements.

Plan

- Devise and sequence activities in different outdoor leadership settings, focused on a strategy to achieve enhanced outcomes.
- Make decisions about the methods and resources used in the activities, informed by individual experiences and a target group or setting, e.g. school or community sport, fitness or recreation.
- Plan a course of action to implement the activities.

Perform

- Organise resources to perform activities in selected outdoor leadership settings.
- Demonstrate purposeful actions and strategies in selected outdoor leadership settings.
- Implement the course of action using the methods and resources available in the school or community recreation setting.

Evaluate

- Evaluate the effectiveness of implemented activities and strategies in relation to participation and enhanced outcomes in selected outdoor leadership settings.
- Assess outcomes, implications and/or limitations of the activities and strategies in selected outdoor leadership settings.
- Propose recommendations to enhance outcomes in selected outdoor leadership settings.

3.12 Unit option L: Sustainable outdoor recreation

The bush, beaches and waterways provide settings for rich outdoor experiences because of their beauty and distinctive features. Participants in outdoor recreation should prioritise caring and protecting these settings to preserve them for generations to come.

Standards developed by the Outdoor Council of Australia outline the key requirements for preparing and delivering sustainable outdoor adventure activities. Along with Good Practice Guides, they include guidance that applies to all adventure activities. They set out recommendations for a common approach to risk management that can generally apply regardless of the specific activity being undertaken. Good Practice Guides for individual activities include guidance on specific adventure activities, such as abseiling and climbing, camping, cycling and bushwalking. These guides include a minimal impact code of practice and ensure safe and responsible planning and delivery of outdoor adventure activities. The Outdoor Council of Australia standards provide parameters on safety and other aspects of responsible activity delivery, such as respect for the environment, cultural heritage and other users.

In this unit, students investigate good practice in sustainability in outdoor recreation and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan and implement activities and strategies to enhance sustainability outcomes in outdoor recreation for a target group. They evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes.

3.12.1 Unit objectives

1. Investigate activities and strategies to enhance outcomes in sustainable outdoor recreation.
2. Plan activities and strategies to enhance outcomes in sustainable outdoor recreation.
3. Perform activities and strategies to enhance outcomes in sustainable outdoor recreation.
4. Evaluate activities and strategies to enhance outcomes in sustainable outdoor recreation.

3.12.2 Subject matter

Investigate

- Investigate related vocational pathways and employment opportunities in sustainable outdoor recreation across the school, sport, fitness and recreation sectors.
- Select and participate in a range of sustainable outdoor recreation activities and strategies linked to a school, sport, fitness and/or recreation sector.
- Document how specific outcomes have become enhanced through sustainable outdoor recreation activities, e.g. safety, respect for the environment, personal enjoyment, interpersonal skills, initiative, increased levels of participation, skill development, sense of belonging, mental and physical health.
- Analyse the factors influencing outcomes in the selected sustainable outdoor recreation activities, e.g. risk management, emergency management, effective planning, duty of care, codes of conduct, 'leave no trace' principles, respect for cultural heritage, participant experience, equipment and logistics, environmental and ecological concerns, leadership.

Plan

- Devise and sequence activities to support sustainability in outdoor recreation settings, focused on strategies to achieve enhanced outcomes.
- Make decisions about the methods and resources used in the activities, informed by individual experiences and a target group or setting.
- Plan a course of action to implement the activities.

Perform

- Organise resources to perform sustainable activities in selected outdoor recreation settings.
- Demonstrate purposeful actions and strategies in selected outdoor recreation settings.
- Implement the course of action using the methods and resources available in the school or community recreation setting.

Evaluate

- Evaluate the effectiveness of implemented activities and strategies in relation to sustainability and enhanced outcomes in selected outdoor recreation settings.
- Assess outcomes, implications and/or limitations of the activities and strategies in selected outdoor recreation settings.
- Propose recommendations to enhance outcomes in selected outdoor recreation settings.

4 Assessment

4.1 Assessment A1: Performance

Students plan, perform and evaluate activities and strategies to enhance outcomes in aquatic recreation.

4.1.1 Assessment objectives

2. Plan activities and strategies to enhance outcomes in aquatic recreation.
3. Perform activities and strategies to enhance outcomes in aquatic recreation.
4. Evaluate activities and strategies to enhance outcomes in aquatic recreation.

4.1.2 Specifications

This task requires students to:

- plan aquatic recreation activities and strategies to enhance outcomes in aquatic recreation
- implement planned activities and strategies
- evaluate implemented activities and strategies, including skills, and outcomes to make recommendations.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.1.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.1.4 Response requirements

Performance

Performance: up to 4 minutes

Planning and evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.1.5 Instrument-specific standards

Plan	Perform	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance outcomes in aquatic recreation 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance outcomes in aquatic recreation 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance outcomes in aquatic recreation 	A
<ul style="list-style-type: none"> considered planning of activities and strategies to enhance outcomes in aquatic recreation 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance outcomes in aquatic recreation 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance outcomes in aquatic recreation 	B
<ul style="list-style-type: none"> planning of activities and strategies to enhance outcomes in aquatic recreation 	<ul style="list-style-type: none"> performance of activities and strategies to enhance outcomes in aquatic recreation 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance outcomes in aquatic recreation 	C
<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance outcomes in aquatic recreation. 	<ul style="list-style-type: none"> rudimentary performance of activities and strategies to enhance outcomes in aquatic recreation. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance outcomes in aquatic recreation. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.2 Assessment A2: Project

Students investigate, plan, perform and evaluate activities and strategies in a community to enhance outcomes in aquatic recreation.

4.2.1 Assessment objectives

1. Investigate activities and strategies to enhance outcomes in aquatic recreation.
2. Plan activities and strategies to enhance outcomes in aquatic recreation.
3. Perform activities and strategies to enhance outcomes in aquatic recreation.
4. Evaluate activities and strategies enhance outcomes in aquatic recreation.

4.2.2 Specifications

This task requires students to:

- investigate activities and strategies to enhance outcomes in aquatic recreation
- plan activities and strategies to implement in a community to enhance outcomes in aquatic recreation
- implement planned activities and strategies in a community to enhance outcomes in aquatic recreation
- evaluate implemented activities, strategies and outcomes.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.2.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.2.4 Response requirements

Investigation and session plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

Performance

Performance: up to 4 minutes

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.2.5 Instrument-specific standards

Investigate	Plan	Perform	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> perceptive investigation of activities and strategies to enhance outcomes in aquatic recreation 	<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance outcomes in aquatic recreation 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance outcomes in aquatic recreation 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance outcomes in aquatic recreation 	A
<ul style="list-style-type: none"> considered investigation of activities and strategies to enhance outcomes in aquatic recreation 	<ul style="list-style-type: none"> considered planning of activities and strategies to enhance outcomes in aquatic recreation 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance outcomes in aquatic recreation 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance outcomes in aquatic recreation 	B
<ul style="list-style-type: none"> investigation of activities and strategies to enhance outcomes in aquatic recreation 	<ul style="list-style-type: none"> planning of activities and strategies to enhance outcomes in aquatic recreation 	<ul style="list-style-type: none"> performance of activities and strategies to enhance outcomes in aquatic recreation 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance outcomes in aquatic recreation 	C
<ul style="list-style-type: none"> superficial investigation of activities and strategies to enhance outcomes in aquatic recreation. 	<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance outcomes in aquatic recreation. 	<ul style="list-style-type: none"> rudimentary performance of activities and strategies to enhance outcomes in aquatic recreation. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance outcomes in aquatic recreation. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.3 Assessment B1: Performance

Students plan, perform and evaluate activities and strategies to enhance athlete development and wellbeing.

4.3.1 Assessment objectives

2. Plan activities and strategies to enhance athlete development and wellbeing.
3. Perform activities and strategies to enhance athlete development and wellbeing.
4. Evaluate activities and strategies enhance athlete development and wellbeing.

4.3.2 Specifications

This task requires students to:

- plan activities and strategies to enhance athlete development and wellbeing
- implement planned activities and strategies, including skills
- evaluate implemented activities and strategies, including skills, and outcomes to make recommendations.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.3.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.3.4 Response requirements

Performance

Performance: up to 4 minutes

Planning and evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.3.5 Instrument-specific standards

Plan	Perform	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance athlete development and wellbeing 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance athlete development and wellbeing 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance athlete development and wellbeing 	A
<ul style="list-style-type: none"> considered planning of activities and strategies to enhance athlete development and wellbeing 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance athlete development and wellbeing 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance athlete development and wellbeing 	B
<ul style="list-style-type: none"> planning of activities and strategies to enhance athlete development and wellbeing 	<ul style="list-style-type: none"> performance of activities and strategies to enhance athlete development and wellbeing 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance athlete development and wellbeing 	C
<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance athlete development and wellbeing. 	<ul style="list-style-type: none"> rudimentary performance of activities and strategies to enhance athlete development and wellbeing. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance athlete development and wellbeing. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.4 Assessment B2: Project

Students investigate, plan, perform and evaluate activities and strategies to enhance athlete development and wellbeing.

4.4.1 Assessment objectives

1. Investigate activities and strategies to enhance athlete development and wellbeing.
2. Plan activities and strategies to enhance athlete development and wellbeing.
3. Perform activities and strategies to enhance athlete development and wellbeing.
4. Evaluate activities and strategies enhance athlete development and wellbeing.

4.4.2 Specifications

This task requires students to:

- investigate and plan activities and strategies to enhance athlete development and wellbeing
- implement planned activities and strategies to enhance athlete development and wellbeing
- evaluate implemented activities, strategies and outcomes related to athlete development and wellbeing.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.4.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.4.4 Response requirements

Investigation and session plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

Performance

Performance: up to 4 minutes

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.4.5 Instrument-specific standards

Investigate	Plan	Perform	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> perceptive investigation of activities and strategies to enhance athlete development and wellbeing 	<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance athlete development and wellbeing 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance athlete development and wellbeing 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance athlete development and wellbeing 	A
<ul style="list-style-type: none"> considered investigation of activities and strategies to enhance athlete development and wellbeing 	<ul style="list-style-type: none"> considered planning of activities and strategies to enhance athlete development and wellbeing 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance athlete development and wellbeing 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance athlete development and wellbeing 	B
<ul style="list-style-type: none"> investigation of activities and strategies to enhance athlete development and wellbeing 	<ul style="list-style-type: none"> planning of activities and strategies to enhance athlete development and wellbeing 	<ul style="list-style-type: none"> performance of activities and strategies to enhance athlete development and wellbeing 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance athlete development and wellbeing 	C
<ul style="list-style-type: none"> superficial investigation of activities and strategies to enhance athlete development and wellbeing. 	<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance athlete development and wellbeing. 	<ul style="list-style-type: none"> rudimentary performance of activities and strategies to enhance athlete development and wellbeing. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance athlete development and wellbeing. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.5 Assessment C1: Performance

Students plan, perform and evaluate activities and strategies to enhance outcomes in outdoor environments.

4.5.1 Assessment objectives

2. Plan activities and strategies to enhance outcomes in outdoor environments.
3. Perform activities and strategies to enhance outcomes in outdoor environments.
4. Evaluate activities and strategies to enhance outcomes in outdoor environments.

4.5.2 Specifications

This task requires students to:

- plan activities and strategies to enhance outcomes in outdoor environments
- implement planned activities and strategies, including skills
- evaluate implemented activities and strategies, including skills, and outcomes to make recommendations related to personal performance.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.5.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.5.4 Response requirements

Performance

Performance: up to 4 minutes

Planning and evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.5.5 Instrument-specific standards

Plan	Perform	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance outcomes in outdoor environments 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance outcomes in outdoor environments 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance outcomes in outdoor environments 	A
<ul style="list-style-type: none"> considered planning of activities and strategies to enhance outcomes in outdoor environments 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance outcomes in outdoor environments 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance outcomes in outdoor environments 	B
<ul style="list-style-type: none"> planning of activities and strategies to enhance outcomes in outdoor environments 	<ul style="list-style-type: none"> performance of activities and strategies to enhance outcomes in outdoor environments 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance outcomes in outdoor environments 	C
<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance outcomes in outdoor environments. 	<ul style="list-style-type: none"> rudimentary performance of activities and strategies to enhance outcomes in outdoor environments. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance outcomes in outdoor environments. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.6 Assessment C2: Project

Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in outdoor environments.

4.6.1 Assessment objectives

1. Investigate activities and strategies to enhance outcomes in outdoor environments.
2. Plan activities and strategies to enhance outcomes in outdoor environments.
3. Perform activities and strategies to enhance outcomes in outdoor environments.
4. Evaluate activities and strategies to enhance outcomes in outdoor environments.

4.6.2 Specifications

This task requires students to:

- investigate and plan activities and strategies to enhance outcomes in outdoor environments
- implement planned activities and strategies to enhance outcomes in outdoor environments
- evaluate implemented activities, strategies and outcomes related to outdoor environments.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.6.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.6.4 Response requirements

Investigation and session plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

Performance

Performance: up to 4 minutes

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.6.5 Instrument-specific standards

Investigate	Plan	Perform	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> perceptive investigation of activities and strategies to enhance outcomes in outdoor environments 	<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance outcomes in outdoor environments 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance outcomes in outdoor environments 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance outcomes in outdoor environments 	A
<ul style="list-style-type: none"> considered investigation of activities and strategies to enhance outcomes in outdoor environments 	<ul style="list-style-type: none"> considered planning of activities and strategies to enhance outcomes in outdoor environments 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance outcomes in outdoor environments 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance outcomes in outdoor environments 	B
<ul style="list-style-type: none"> investigation of activities and strategies to enhance outcomes in outdoor environments 	<ul style="list-style-type: none"> planning of activities and strategies to enhance outcomes in outdoor environments 	<ul style="list-style-type: none"> performance of activities and strategies to enhance outcomes in outdoor environments 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance outcomes in outdoor environments 	C
<ul style="list-style-type: none"> superficial investigation of activities and strategies to enhance outcomes in outdoor environments. 	<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance outcomes in outdoor environments. 	<ul style="list-style-type: none"> rudimentary performance of activities and strategies to enhance outcomes in outdoor environments. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance outcomes in outdoor environments. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.7 Assessment D1: Project

Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in coaching and/or officiating.

4.7.1 Assessment objectives

1. Investigate activities and strategies to enhance outcomes in coaching and/or officiating.
2. Plan activities and strategies to enhance outcomes in coaching and/or officiating.
3. Perform activities and strategies to enhance outcomes in coaching and/or officiating.
4. Evaluate activities and strategies enhance outcomes in coaching and/or officiating.

4.7.2 Specifications

This task requires students to:

- investigate and plan activities and strategies to enhance outcomes in coaching and/or officiating
- implement planned activities and strategies to enhance outcomes in coaching and/or officiating
- evaluate implemented activities, strategies and outcomes related to coaching and/or officiating.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.7.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.7.4 Response requirements

Investigation and session plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

Performance

Performance: up to 4 minutes

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.7.5 Instrument-specific standards

Investigate	Plan	Perform	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> perceptive investigation of activities and strategies to enhance outcomes in coaching and/or officiating 	<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance outcomes in coaching and/or officiating 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance outcomes in coaching and/or officiating 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance outcomes in coaching and/or officiating 	A
<ul style="list-style-type: none"> considered investigation of activities and strategies to enhance outcomes in coaching and/or officiating 	<ul style="list-style-type: none"> considered planning of activities and strategies to enhance outcomes in coaching and/or officiating 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance outcomes in coaching and/or officiating 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance outcomes in coaching and/or officiating 	B
<ul style="list-style-type: none"> investigation of activities and strategies to enhance outcomes in coaching and/or officiating 	<ul style="list-style-type: none"> planning of activities and strategies to enhance outcomes in coaching and/or officiating 	<ul style="list-style-type: none"> performance of activities and strategies to enhance outcomes in coaching and/or officiating 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance outcomes in coaching and/or officiating 	C
<ul style="list-style-type: none"> superficial investigation of activities and strategies to enhance outcomes in coaching and/or officiating. 	<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance outcomes in coaching and/or officiating. 	<ul style="list-style-type: none"> rudimentary performance of activities and strategies to enhance outcomes in coaching and/or officiating. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance outcomes in coaching and/or officiating. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.8 Assessment D2: Performance

Students plan, perform and evaluate activities and strategies to enhance outcomes in coaching and/or officiating.

4.8.1 Assessment objectives

2. Plan activities and strategies to enhance outcomes in coaching and/or officiating.
3. Perform activities and strategies to enhance outcomes in coaching and/or officiating.
4. Evaluate activities and strategies to enhance outcomes in coaching and/or officiating.

4.8.2 Specifications

This task requires students to:

- plan activities and strategies to enhance outcomes in coaching and/or officiating
- implement planned activities and strategies, including skills
- evaluate implemented activities and strategies, including skills, and outcomes to make recommendations.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.8.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.8.4 Response requirements

Performance

Performance: up to 4 minutes

Planning and evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.8.5 Instrument-specific standards

Plan	Perform	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> perceptive planning of activities and strategies to enhance outcomes in coaching and/or officiating 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance outcomes in coaching and/or officiating 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance outcomes in coaching and/or officiating 	A
<ul style="list-style-type: none"> considered planning of activities and strategies to enhance outcomes in coaching and/or officiating 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance outcomes in coaching and/or officiating 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance outcomes in coaching and/or officiating 	B
<ul style="list-style-type: none"> planning of activities and strategies to enhance outcomes in coaching and/or officiating 	<ul style="list-style-type: none"> performance of activities and strategies to enhance outcomes in coaching and/or officiating 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance outcomes in coaching and/or officiating 	C
<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance outcomes in coaching and/or officiating. 	<ul style="list-style-type: none"> rudimentary performance of activities and strategies to enhance outcomes in coaching and/or officiating. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance outcomes in coaching and/or officiating. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.9 Assessment E1: Performance

Students plan, perform and evaluate activities and strategies to enhance outcomes in community recreation.

4.9.1 Assessment objectives

2. Plan activities and strategies to enhance outcomes in community recreation.
3. Perform activities and strategies to enhance outcomes in community recreation.
4. Evaluate activities and strategies to enhance outcomes in community recreation.

4.9.2 Specifications

This task requires students to:

- plan activities and strategies to enhance outcomes in community recreation
- implement planned activities and strategies, including skills
- evaluate implemented activities and strategies, including skills, and outcomes to make recommendations.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.9.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.9.4 Response requirements

Performance

Performance: up to 4 minutes

Planning and evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.9.5 Instrument-specific standards

Plan	Perform	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance outcomes in community recreation 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance outcomes in community recreation 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance outcomes in community recreation 	A
<ul style="list-style-type: none"> considered planning of activities and strategies to enhance outcomes in community recreation 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance outcomes in community recreation 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance outcomes in community recreation 	B
<ul style="list-style-type: none"> planning of activities and strategies to enhance outcomes in community recreation 	<ul style="list-style-type: none"> performance of activities and strategies to enhance outcomes in community recreation 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance outcomes in community recreation 	C
<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance outcomes in community recreation. 	<ul style="list-style-type: none"> rudimentary performance of activities and strategies to enhance outcomes in community recreation. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance outcomes in community recreation. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.10 Assessment E2: Project

Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in community recreation.

4.10.1 Assessment objectives

1. Investigate activities and strategies to enhance outcomes in community recreation.
2. Plan activities and strategies to enhance outcomes in community recreation.
3. Perform activities and strategies to enhance outcomes in community recreation.
4. Evaluate activities and strategies to enhance outcomes in community recreation.

4.10.2 Specifications

This task requires students to:

- investigate activities and strategies to enhance outcomes in community recreation
- plan activities and strategies to enhance outcomes in community recreation
- implement planned activities and strategies to enhance outcomes in community recreation
- evaluate implemented activities, strategies and outcomes.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.10.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.10.4 Response requirements

Investigation and session plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

Performance

Performance: up to 4 minutes

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.10.5 Instrument-specific standards

Investigate	Plan	Perform	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> perceptive investigation of activities and strategies to enhance outcomes in community recreation 	<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance outcomes in community recreation 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance outcomes in community recreation 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance outcomes in community recreation 	A
<ul style="list-style-type: none"> considered investigation of activities and strategies to enhance outcomes in community recreation 	<ul style="list-style-type: none"> considered planning of activities and strategies to enhance outcomes in community recreation 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance outcomes in community recreation 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance outcomes in community recreation 	B
<ul style="list-style-type: none"> investigation of activities and strategies to enhance outcomes in community recreation 	<ul style="list-style-type: none"> planning of activities and strategies to enhance outcomes in community recreation 	<ul style="list-style-type: none"> performance of activities and strategies to enhance outcomes in community recreation 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance outcomes in community recreation 	C
<ul style="list-style-type: none"> superficial investigation of activities and strategies to enhance outcomes in community recreation. 	<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance outcomes in community recreation. 	<ul style="list-style-type: none"> rudimentary performance of activities and strategies to enhance outcomes in community recreation. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance outcomes in community recreation. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.11 Assessment F1: Performance

Students plan, perform and evaluate activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation.

4.11.1 Assessment objectives

2. Plan activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation.
3. Perform activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation.
4. Evaluate activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation.

4.11.2 Specifications

This task requires students to:

- plan activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation
- implement planned activities and strategies, including skills
- evaluate implemented activities and strategies, including skills, and outcomes to make recommendations.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.11.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.11.4 Response requirements

Performance

Performance: up to 4 minutes

Planning and evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.11.5 Instrument-specific standards

Plan	Perform	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	A
<ul style="list-style-type: none"> considered planning of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	B
<ul style="list-style-type: none"> planning of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	<ul style="list-style-type: none"> performance of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	C
<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation. 	<ul style="list-style-type: none"> rudimentary performance of aspects of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.12 Assessment F2: Project

Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation.

4.12.1 Assessment objectives

1. Investigate activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation.
2. Plan activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation.
3. Perform activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation.
4. Evaluate activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation.

4.12.2 Specifications

This task requires students to:

- investigate activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation
- plan activities and strategies related to emerging trends in sport and recreation to enhance outcomes
- implement planned activities and strategies to enhance outcomes
- evaluate implemented activities, strategies and outcomes.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.12.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.12.4 Response requirements

Investigation and session plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

Performance

Performance: up to 4 minutes

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.12.5 Instrument-specific standards

Investigate	Plan	Perform	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> perceptive investigation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	A
<ul style="list-style-type: none"> considered investigation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	<ul style="list-style-type: none"> considered planning of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	B
<ul style="list-style-type: none"> investigation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	<ul style="list-style-type: none"> planning of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	<ul style="list-style-type: none"> performance of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation 	C
<ul style="list-style-type: none"> superficial investigation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation. 	<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation. 	<ul style="list-style-type: none"> rudimentary performance of aspects of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance outcomes related to emerging trends in sport, fitness and recreation. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.13 Assessment G1: Performance

Students plan, perform and evaluate event management activities and strategies to enhance outcomes.

4.13.1 Assessment objectives

2. Plan activities and strategies involved in event management to enhance outcomes.
3. Perform activities and strategies involved in event management to enhance outcomes.
4. Evaluate activities and strategies involved in event management to enhance outcomes.

4.13.2 Specifications

This task requires students to:

- plan activities and strategies to enhance outcomes in event management
- implement planned activities and strategies, including skills
- evaluate implemented activities and strategies, including skills, and outcomes to make recommendations.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.13.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.13.4 Response requirements

Performance

Performance: up to 4 minutes

Planning and evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.13.5 Instrument-specific standards

Plan	Perform	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance outcomes in event management 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance outcomes in event management 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance outcomes in event management 	A
<ul style="list-style-type: none"> considered planning of activities and strategies to enhance outcomes in event management 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance outcomes in event management 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance outcomes in event management 	B
<ul style="list-style-type: none"> planning of activities and strategies to enhance outcomes in event management 	<ul style="list-style-type: none"> performance of activities and strategies to enhance outcomes in event management 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance outcomes in event management 	C
<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance outcomes in event management. 	<ul style="list-style-type: none"> rudimentary performance of activities and strategies to enhance outcomes in event management. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance outcomes in event management. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.14 Assessment G2: Project

Students investigate, plan, perform and evaluate event management activities and strategies to enhance outcomes.

4.14.1 Assessment objectives

1. Investigate event management activities and strategies to enhance outcomes.
2. Plan event management activities and strategies to enhance outcomes.
3. Perform event management activities and strategies to enhance outcomes.
4. Evaluate event management activities and strategies to enhance outcomes.

4.14.2 Specifications

This task requires students to:

- investigate and plan activities and strategies to enhance outcomes
- implement planned activities and strategies to enhance outcomes
- evaluate implemented activities, strategies and outcomes.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.14.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.14.4 Response requirements

Investigation and session plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

Performance

Performance: up to 4 minutes

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.14.5 Instrument-specific standards

Investigate	Plan	Perform	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> perceptive investigation of event management activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> coherent planning of event management activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> proficient performance of event management activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> perceptive and coherent evaluation of event management activities and strategies to enhance outcomes 	A
<ul style="list-style-type: none"> considered investigation of event management activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> considered planning of event management activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> competent performance of event management activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> considered evaluation of event management activities and strategies to enhance outcomes 	B
<ul style="list-style-type: none"> investigation of event management activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> planning of event management activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> performance of event management activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> evaluation of event management activities and strategies to enhance outcomes 	C
<ul style="list-style-type: none"> superficial investigation of event management activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> superficial planning of event management activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> rudimentary performance of event management activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> superficial evaluation of event management activities and strategies to enhance outcomes. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.15 Assessment H1: Project

Students investigate, plan, perform and evaluate fitness activities and strategies to enhance outcomes.

4.15.1 Assessment objectives

1. Investigate fitness activities and strategies to enhance outcomes.
2. Plan fitness activities and strategies to enhance outcomes.
3. Perform fitness activities and strategies to enhance outcomes.
4. Evaluate fitness activities and strategies to enhance outcomes.

4.15.2 Specifications

This task requires students to:

- investigate fitness activities and strategies to enhance outcomes
- plan fitness activities and strategies to enhance outcomes
- implement planned fitness activities and strategies to enhance outcomes
- evaluate implemented fitness activities, strategies and outcomes.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.15.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.15.4 Response requirements

Investigation and session plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

Performance

Performance: up to 4 minutes

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.15.5 Instrument-specific standards

Investigate	Plan	Perform	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> perceptive investigation of fitness activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> coherent planning of fitness activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> proficient performance of fitness activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> perceptive and coherent evaluation of fitness activities and strategies to enhance outcomes 	A
<ul style="list-style-type: none"> considered investigation of fitness activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> considered planning of fitness activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> competent performance of fitness activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> considered evaluation of fitness activities and strategies to enhance outcomes 	B
<ul style="list-style-type: none"> investigation of fitness activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> planning of fitness activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> performance of fitness activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> evaluation of fitness activities and strategies to enhance outcomes 	C
<ul style="list-style-type: none"> superficial investigation of fitness activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> superficial planning of fitness activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> rudimentary performance of fitness activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> superficial evaluation of fitness activities and strategies to enhance outcomes. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.16 Assessment H2: Performance

Students plan, perform and evaluate fitness activities and strategies to enhance outcomes.

4.16.1 Assessment objectives

2. Plan fitness activities and strategies to enhance training outcomes.
3. Perform fitness activities and strategies to enhance outcomes.
4. Evaluate fitness activities and strategies to enhance outcomes.

4.16.2 Specifications

This task requires students to:

- plan fitness activities and strategies to enhance outcomes
- implement planned fitness activities and strategies, including skills
- evaluate implemented fitness activities, strategies, including skills, and outcomes to make recommendations.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.16.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.16.4 Response requirements

Performance

Performance: up to 4 minutes

Planning and evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.16.5 Instrument-specific standards

Plan	Perform	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> coherent planning of fitness activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> proficient performance of fitness activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> perceptive and coherent evaluation of fitness activities and strategies to enhance outcomes 	A
<ul style="list-style-type: none"> considered planning of fitness activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> competent performance of fitness activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> considered evaluation of fitness activities and strategies to enhance outcomes 	B
<ul style="list-style-type: none"> planning of fitness activities and strategies to training outcomes 	<ul style="list-style-type: none"> performance of fitness activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> evaluation of fitness activities and strategies to enhance outcomes 	C
<ul style="list-style-type: none"> superficial planning of fitness activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> rudimentary performance of fitness activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> superficial evaluation of fitness activities and strategies to enhance outcomes. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.17 Assessment I1: Performance

Students plan, perform and evaluate marketing and communication activities and strategies to enhance outcomes.

4.17.1 Assessment objectives

2. Plan marketing and communication activities and strategies to enhance outcomes.
3. Perform marketing and communication activities and strategies to enhance outcomes.
4. Evaluate marketing and communication activities and strategies to enhance outcomes.

4.17.2 Specifications

This task requires students to:

- plan marketing and communication activities and strategies to enhance outcomes
- implement planned marketing and communication activities and strategies, including skills
- evaluate implemented marketing and communication activities and strategies, including skills, and outcomes to make recommendations.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.17.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.17.4 Response requirements

Performance

Performance: up to 4 minutes

Planning and evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.17.5 Instrument-specific standards

Plan	Perform	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> coherent planning of marketing and communication activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> proficient performance of marketing and communication activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> perceptive and coherent evaluation of marketing and communication activities and strategies to enhance outcomes 	A
<ul style="list-style-type: none"> considered planning of marketing and communication activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> competent performance of marketing and communication activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> considered evaluation of marketing and communication activities and strategies to enhance outcomes 	B
<ul style="list-style-type: none"> planning of marketing and communication activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> performance of marketing and communication activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> evaluation of marketing and communication activities and strategies to enhance outcomes 	C
<ul style="list-style-type: none"> superficial planning of marketing and communication activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> rudimentary performance of marketing and communication activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> superficial evaluation of marketing and communication activities and strategies to enhance outcomes. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.18 Assessment I2: Project

Students investigate, plan, perform and evaluate marketing and communication activities and strategies to enhance outcomes.

4.18.1 Assessment objectives

1. Investigate marketing and communication activities and strategies to enhance outcomes.
2. Plan marketing and communication activities and strategies to enhance outcomes.
3. Perform marketing and communication activities and strategies to enhance outcomes.
4. Evaluate marketing and communication activities and strategies to enhance outcomes.

4.18.2 Specifications

This task requires students to:

- investigate marketing and communication activities and strategies to enhance outcomes
- plan marketing and communication activities and strategies to enhance outcomes
- implement planned marketing and communication activities and strategies
- evaluate implemented marketing and communication activities and strategies, including skills, and outcomes to make recommendations related to employment opportunities.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.18.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.18.4 Response requirements

Investigation and session plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

Performance

Performance: up to 4 minutes

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.18.5 Instrument-specific standards

Investigate	Plan	Perform	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> perceptive investigation of marketing and communication activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> coherent planning of marketing and communication activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> proficient performance of marketing and communication activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> perceptive and coherent evaluation of marketing and communication activities and strategies to enhance outcomes 	A
<ul style="list-style-type: none"> considered investigation of marketing and communication activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> considered planning of marketing and communication activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> competent performance of marketing and communication activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> considered evaluation of marketing and communication activities and strategies to enhance outcomes 	B
<ul style="list-style-type: none"> investigation of marketing and communication activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> planning of marketing and communication activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> performance of marketing and communication activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> evaluation of marketing and communication activities and strategies to enhance outcomes 	C
<ul style="list-style-type: none"> superficial investigation of marketing and communication activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> superficial planning of marketing and communication activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> rudimentary performance of marketing and communication activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> superficial evaluation of marketing and communication activities and strategies to enhance outcomes. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.19 Assessment J1: Project

Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes.

4.19.1 Assessment objectives

1. Investigate activities and strategies to enhance outcomes.
2. Plan activities and strategies to enhance outcomes.
3. Perform activities and strategies to enhance outcomes.
4. Evaluate activities and strategies to enhance outcomes.

4.19.2 Specifications

This task requires students to:

- investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- implement planned activities and strategies to enhance outcomes
- evaluate implemented activities, strategies and outcomes.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.19.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.19.4 Response requirements

Investigation and session plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

Performance

Performance: up to 4 minutes

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.19.5 Instrument-specific standards

Investigate	Plan	Perform	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> perceptive investigation of activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance outcomes 	A
<ul style="list-style-type: none"> considered investigation of activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> considered planning of activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance outcomes 	B
<ul style="list-style-type: none"> investigation of activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> planning of activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> performance of activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance outcomes 	C
<ul style="list-style-type: none"> superficial investigation of activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> rudimentary performance of activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance outcomes. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.20 Assessment J2: Performance

Students plan, perform and evaluate activities and strategies to enhance outcomes.

4.20.1 Assessment objectives

2. Plan activities and strategies to enhance outcomes.
3. Perform safety activities and strategies to enhance outcomes.
4. Evaluate activities and strategies to enhance outcomes.

4.20.2 Specifications

This task requires students to:

- plan activities and strategies to enhance outcomes
- implement planned activities and strategies, including skills
- evaluate implemented activities and strategies, including skills, and outcomes to make recommendations.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.20.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.20.4 Response requirements

Performance

Performance: up to 4 minutes

Planning and evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.20.5 Instrument-specific standards

Plan	Perform	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance outcomes 	A
<ul style="list-style-type: none"> considered planning of activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance outcomes 	B
<ul style="list-style-type: none"> planning of activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> performance of activities and strategies to enhance outcomes 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance outcomes 	C
<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> rudimentary performance of activities and strategies to enhance outcomes. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance outcomes. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.21 Assessment K1: Performance

Students plan, perform and evaluate activities and strategies to enhance outcomes in outdoor leadership.

4.21.1 Assessment objectives

2. Plan activities and strategies to enhance outcomes in outdoor leadership.
3. Perform activities and strategies to enhance outcomes in outdoor leadership.
4. Evaluate activities and strategies to enhance outcomes in outdoor leadership.

4.21.2 Specifications

This task requires students to:

- plan activities and strategies to enhance outcomes in outdoor leadership
- implement planned activities and strategies, including skills
- evaluate implemented activities and strategies, including skills, and outcomes to make recommendations.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.21.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.21.4 Response requirements

Performance

Performance: up to 4 minutes

Planning and evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.21.5 Instrument-specific standards

Plan	Perform	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance outcomes in outdoor leadership 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance outcomes in outdoor leadership 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies that outcomes in outdoor leadership 	A
<ul style="list-style-type: none"> considered planning of activities and strategies to enhance outcomes in outdoor leadership 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance outcomes in outdoor leadership 	<ul style="list-style-type: none"> considered evaluation of activities and strategies that outcomes in outdoor leadership 	B
<ul style="list-style-type: none"> planning of activities and strategies to enhance outcomes in outdoor leadership 	<ul style="list-style-type: none"> performance of activities and strategies to enhance outcomes in outdoor leadership 	<ul style="list-style-type: none"> evaluation of activities and strategies that outcomes in outdoor leadership 	C
<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance outcomes in outdoor leadership. 	<ul style="list-style-type: none"> rudimentary performance of activities and strategies to enhance outcomes in outdoor leadership. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies that outcomes in outdoor leadership. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.22 Assessment K2: Project

Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in outdoor leadership.

4.22.1 Assessment objectives

1. Investigate activities and strategies to enhance outcomes in outdoor leadership.
2. Plan activities and strategies to enhance outcomes in outdoor leadership.
3. Perform activities and strategies to enhance outcomes in outdoor leadership.
4. Evaluate activities and strategies to enhance outcomes in outdoor leadership.

4.22.2 Specifications

This task requires students to:

- investigate and plan activities and strategies to enhance outcomes in outdoor leadership by
 - devising a session plan
 - identifying the session to be delivered and developing a detailed outline
 - identifying and explaining the purpose of the session
- implement planned activities and strategies to enhance outcomes in outdoor leadership by
 - organising equipment and preparing
 - delivering the session plan
- evaluate implemented activities, strategies and outcomes to enhance outcomes in outdoor leadership, considering
 - personal performance and success in achieving determined purpose
 - strategies used to enhance outcomes
 - the observed outcomes.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.22.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.22.4 Response requirements

Investigation and session plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

Performance

Performance: up to 4 minutes

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.22.5 Instrument-specific standards

Investigate	Plan	Perform	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> perceptive investigation of activities and strategies to enhance outcomes in outdoor leadership 	<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance outcomes in outdoor leadership 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance outcomes in outdoor leadership 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance outcomes in outdoor leadership 	A
<ul style="list-style-type: none"> considered investigation of activities and strategies to enhance outcomes in outdoor leadership 	<ul style="list-style-type: none"> considered planning of activities and strategies to enhance outcomes in outdoor leadership 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance outcomes in outdoor leadership 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance outcomes in outdoor leadership 	B
<ul style="list-style-type: none"> investigation of activities and strategies to enhance outcomes in outdoor leadership 	<ul style="list-style-type: none"> planning of activities and strategies to enhance outcomes in outdoor leadership 	<ul style="list-style-type: none"> performance of activities and strategies to enhance outcomes in outdoor leadership 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance outcomes in outdoor leadership 	C
<ul style="list-style-type: none"> superficial investigation of activities and strategies to enhance outcomes in outdoor leadership. 	<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance outcomes in outdoor leadership. 	<ul style="list-style-type: none"> rudimentary performance of activities and strategies to enhance outcomes in outdoor leadership. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance outcomes in outdoor leadership. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.23 Assessment L1: Performance

Students plan, perform and evaluate activities and strategies to enhance outcomes in sustainable outdoor recreation.

4.23.1 Assessment objectives

2. Plan activities and strategies to enhance outcomes in sustainable outdoor recreation.
3. Perform activities and strategies to enhance outcomes in sustainable outdoor recreation.
4. Evaluate activities and strategies to enhance outcomes in sustainable outdoor recreation.

4.23.2 Specifications

This task requires students to:

- plan recreation activities and strategies to enhance outcomes in sustainable outdoor recreation
- implement planned activities and strategies, including skills
- evaluate implemented activities and strategies, including skills, and outcomes to make recommendations.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.23.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.23.4 Response requirements

Performance

Performance: up to 4 minutes

Plan and evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.23.5 Instrument-specific standards

Plan	Perform	Evaluate	Grade
The student response has the following characteristics:			
<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance outcomes in sustainable outdoor recreation 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance outcomes in sustainable outdoor recreation 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance outcomes in sustainable outdoor recreation 	A
<ul style="list-style-type: none"> considered planning of activities and strategies to enhance outcomes in sustainable outdoor recreation 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance outcomes in sustainable outdoor recreation 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance outcomes in sustainable outdoor recreation 	B
<ul style="list-style-type: none"> planning of activities and strategies to enhance outcomes in sustainable outdoor recreation 	<ul style="list-style-type: none"> performance of activities and strategies to enhance outcomes in sustainable outdoor recreation 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance outcomes in sustainable outdoor recreation 	C
<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance outcomes in sustainable outdoor recreation. 	<ul style="list-style-type: none"> rudimentary performance of activities and strategies to enhance outcomes in sustainable outdoor recreation. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance outcomes in sustainable outdoor recreation. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.24 Assessment L2: Project

Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in sustainable outdoor recreation.

4.24.1 Assessment objectives

1. Investigate activities and strategies to enhance outcomes in sustainable outdoor recreation.
2. Plan activities and strategies to enhance outcomes in sustainable outdoor recreation.
3. Perform activities and strategies to enhance outcomes in sustainable outdoor recreation.
4. Evaluate activities and strategies to enhance outcomes in sustainable outdoor recreation.

4.24.2 Specifications

This task requires students to:

- investigate and plan activities and strategies to enhance outcomes in sustainable outdoor recreation
- implement planned activities and strategies to enhance outcomes in sustainable outdoor recreation
- evaluate implemented activities, strategies and outcomes enhance outcomes in sustainable outdoor recreation.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.24.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.24.4 Response requirements

Investigation and session plan

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

Performance

Performance: up to 4 minutes

Evaluation

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 500 words

4.24.5 Instrument-specific standards

Investigate	Plan	Perform	Evaluate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> perceptive investigation of activities and strategies to enhance outcomes in sustainable outdoor recreation 	<ul style="list-style-type: none"> coherent planning of activities and strategies to enhance outcomes in sustainable outdoor recreation 	<ul style="list-style-type: none"> proficient performance of activities and strategies to enhance outcomes in sustainable outdoor recreation 	<ul style="list-style-type: none"> perceptive and coherent evaluation of activities and strategies to enhance outcomes in sustainable outdoor recreation 	A
<ul style="list-style-type: none"> considered investigation of activities and strategies to enhance outcomes in sustainable outdoor recreation 	<ul style="list-style-type: none"> considered planning of activities and strategies to enhance outcomes in sustainable outdoor recreation 	<ul style="list-style-type: none"> competent performance of activities and strategies to enhance outcomes in sustainable outdoor recreation 	<ul style="list-style-type: none"> considered evaluation of activities and strategies to enhance outcomes in sustainable outdoor recreation 	B
<ul style="list-style-type: none"> investigation of activities and strategies to enhance outcomes in sustainable outdoor recreation 	<ul style="list-style-type: none"> planning of activities and strategies to enhance outcomes in sustainable outdoor recreation 	<ul style="list-style-type: none"> performance of activities and strategies to enhance outcomes in sustainable outdoor recreation 	<ul style="list-style-type: none"> evaluation of activities and strategies to enhance outcomes in sustainable outdoor recreation 	C
<ul style="list-style-type: none"> superficial investigation of activities and strategies to enhance outcomes in sustainable outdoor recreation. 	<ul style="list-style-type: none"> superficial planning of activities and strategies to enhance outcomes in sustainable outdoor recreation. 	<ul style="list-style-type: none"> rudimentary performance of activities and strategies to enhance outcomes in sustainable outdoor recreation. 	<ul style="list-style-type: none"> superficial evaluation of activities and strategies to enhance outcomes in sustainable outdoor recreation. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

5 Glossary

The syllabus glossary is available at www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf.

6 References

Marzano, RJ & Kendall, JS 2007, *The New Taxonomy of Educational Objectives*, 2nd edition, Corwin Press, USA.

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7 Version history

Version	Date of change	Update
1.1	August 2023	Released for implementation with minor updates

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