



UC H Course Performance Analysis in Sport



Written under the Health, Outdoor and Physical Education Framework

Picture by University of Canberra

<https://www.canberra.edu.au/about-uc/media/newsroom/2019/june/university-of-canberra-rises-to-worlds-top-40-young-universities>

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H Courses

H classification is given to a year 11 and 12 course which is designed and accredited by the Board of Senior Secondary Studies (BSSS) and an Australian university, and where successful completion of the course will be recognised both towards the ACT Senior Secondary Certificate and an undergraduate degree with that university.

The BSSS considers H courses as complementary to studies in the home college. These extension courses allow students to pursue depth of study in an area of interest, while also gaining experience in a tertiary context to prepare for future studies.

The ACT Senior Secondary System

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

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

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

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

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

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

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

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

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

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

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

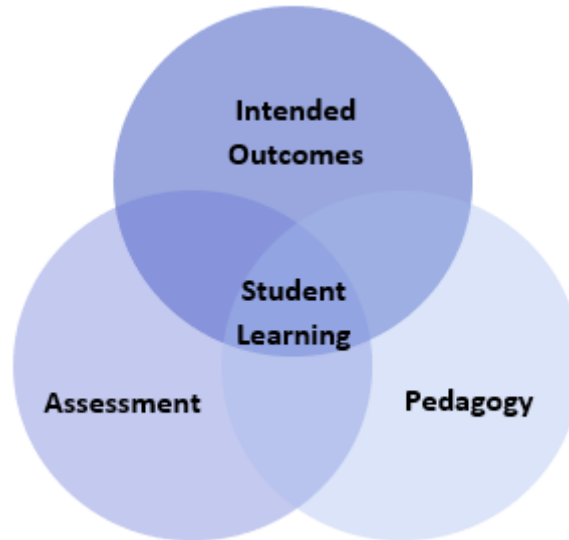
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in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

Each course of study:

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

Underpinning beliefs

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



Learning Principles

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

General Capabilities

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

The capabilities include:

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

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

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

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Students become literate as they develop the knowledge, skills, and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing, and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. *Performance Analysis in Sport* assists in the development of literacy by introducing specific terminology used in sports performance analysis contexts. Students understand the language used to describe sports performance analysis products, information, status, and services. In physical activity settings, as performers, officials and spectators, students develop an understanding of the language of sports performance analysis. This is essential in analysing their own and others’ performances. Students learn to comprehend and compose texts related to sports performance analysis. This includes learning to communicate effectively for providing feedback on performance, express their own ideas and opinions, evaluate the viewpoints of others, and express their emotions appropriately.

Numeracy

Performance Analysis in Sport provides students with opportunities to engage deeply in the mathematics of data collection, analysis, and representation in a sports performance context. Students use calculation, estimation, and measurement to collect and make sense of information related to, for example, nutrition, fitness, or various skill performances. They use spatial reasoning in movement activities and in developing concepts and strategies for individual and team sports or recreational pursuits. Students interpret and analyse sports performance information using statistical reasoning, identifying patterns and relationships in data to consider trends, draw conclusions, make predictions, and provide comprehensible and well-informed feedback on sports performance. They apply a wide range of concepts related to space, such as angles, direction, trajectories, distance, heights, timing, width, speed, velocity, and force, critically analysing statistical information related to improving physical performance. Students use measuring instruments, such as, heart monitors, stopwatches, pedometers, video analysis platforms and player movement tracking devices.

Information and Communication Technology (ICT)

Performance Analysis in Sport will engage deeply with a range of ICT to analyse, measure, and enhance, and provide feedback on, sports performances. Students will become familiar with analysis platforms and apps as well as processing gathered data using spreadsheets and statistical analysis tools. They will use ICT to gather data and become accustomed to university level expectations for online engagement and research.

Critical and Creative Thinking

Performance Analysis in Sport provides students with opportunities to develop their ability to think logically, critically, and creatively in response to a range of sports performance issues, ideas, and challenges. Students learn how to critically evaluate evidence related to sports performance and critically analyse the variable and performance indicators. In *Performance Analysis in Sport*, students' critical and creative thinking skills are developed through learning experiences that encourage them to pose questions and seek solutions to issues by designing well-informed strategies to improve performance. Students also use critical thinking to challenge societal factors that negatively influence their own and others' sporting performance.

Personal and Social Capability

In *Performance Analysis in Sport* students will develop transferable work skills by working collaboratively with others to analyse sports performances, develop solutions and provide meaningful and tactful feedback to sports people. Students have opportunities through supported and independent projects to develop personal and social skills as well as an appreciation of their own strengths and abilities and those of their peers. They develop a range of interpersonal skills such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives. In undertaking a H course at the university, students will redevelop their self-perception to encompass the possibilities offered by undertaking university studies. They will gain confidence in themselves as students and the future.

Ethical Understanding

In *Performance Analysis in Sport*, students develop ethical research skills in conducting sports analyses. They also develop professional ethics in simulated and actual work in the area and thus an understanding of the ethics of sport performance coaching. Building ethical understanding through *Performance Analysis in Sport* will assist students to engage with the more complex issues that they are likely to encounter in the future, and to navigate a world of competing values, rights, interests, and norms. This capability focuses on the importance of treating others with integrity, fairness, and compassion, and valuing and respecting diversity.

Intercultural Understanding

Performance Analysis in Sport provides opportunities for students to recognise and respect different ways of thinking about personal, family, and social sports issues. Students learn to appreciate differences in beliefs and perspectives of others and how these might influence performance critiques and the provision of feedback. Students recognise occasions when tensions between individuals and groups are based on cultural differences and learn to act in ways that maintain individual and group integrity and that respect the rights of all.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

Students engage with the Aboriginal and Torres Strait Islander histories and cultures priority in *Performance Analysis in Sport*, such as, utilising the 8 Aboriginal Ways of Learning. They develop collaborative communication practices through the involvement in Yarning Circles, encouraging responsible and respectful interactions between participants. They learn appropriate cultural protocols for engaging with communities and in providing feedback.

Asia and Australia's Engagement with Asia

The Asia and Australia's engagement with Asia priority provides the opportunity for students to celebrate the social, cultural, political, and economic links that connect Australia with Asia. This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

Students engage with the Asia and Australia's engagement with Asia priority in *Performance Analysis in Sport* when investigating existing and emerging performance monitoring and analysis tools for use and the companies which drive innovation and change. They develop skills in intercultural communication when providing feedback and in considering different sporting cultures.

Sustainability

The Sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations. This priority will allow all young Australians to develop the knowledge, skills, values, and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural, and economic systems and their interdependence.

The Sustainability priority is futures-oriented and calls on students to act sustainably as individuals and to participate in collective endeavours that are shared across local, regional, and global communities. It emphasises the interdependence of environmental, social, cultural, and economic systems.

Students engage with the Sustainability priority in *Performance Analysis in Sport* when investigating implications of climate change on athletic training and performance. Energy requirements in the development and application of software are evaluated for suitability.

UC H Course

Performance Analysis in Sport

Rationale

UC H Course Performance Analysis in Sport provides students with an understanding of the methods and analytic techniques used to capture and assess sporting performance during competition. Students will learn to identify variables and create key performance indicators, capture data using video analysis and athlete tracking systems, and assess the technical and tactical performance of athletes and teams during competition. Students will collect, analyse, and interact with real competition data, and interpret the information gathered from these data.

This course requires students to undertake real research and research in simulated work contexts that develops communication skills, as students learn to communicate findings and recommendations effectively and with sensitivity to support performance improvement. The university context gives students access up-to-date equipment and digital platforms that will make their knowledge and skill set relevant and contemporary to a wide range of learning and work contexts. The creative use of research methodologies and technology in identifying problems and solutions in sport performance will support successful transitions to further study and professional lives. They will easily progress to further study in health science, science, or social sciences.

In this course, students develop critical thinking skills, the ability to solve complex problems, the ability to work with others, the confidence to learn independently, written communication skills, spoken communication skills and a number of work-related knowledge and skills. The skills developed in the course, research, social science methodology, statistical analysis and representation, and IT skills are highly transferable to a wide range of learning and work contexts. They will have the self-awareness and IT skills to support lifelong learning and a skillset from this course being highly transferable methodologically, will further support that capacity.

Goals

All courses based on the Health, Outdoor and Physical Education Framework should enable students to:

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

Unit Titles

- Performance Analysis Methodologies
- Performance Analysis Applications

Organisation of Content

Performance Analysis Methodologies

Performance Analysis Methodologies engages students with the theories, concepts, models, and methodologies of sports performance analysis. Students learn to identify a range of solvable problems. They evaluate methods for collecting reliable and actionable data and how to mathematically analyse, interpret, and represent their observations and recommendations. This unit will focus on collecting and analysing short term data. Students will develop professional skills in communicating findings and conducting ethical research. They become familiar with a range of digital measurement tools and statistical packages for capturing and analysing data.

Performance Analysis Applications

Performance Analysis Applications engages students with a range of longitudinal projects in sports performance analysis. Students select and apply appropriate and ethical methodologies to analyse data and extract patterns that form the basis of recommendations. They refine mathematical and communication skills to represent findings and communicate them professionally to enhance their own and client performances.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task, and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- Knowledge and understanding
- skills

Assessment Task Types

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

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Suggested guidelines for a written task: **A** 500 - 800, **T** 800 - 1500 words.
- Suggested guidelines for an oral presentation: **A** 5 - 8 minutes, **T** 8 - 15 minutes.

Achievement Standards

Student achievement in A, T and M units is reported based on system standards as an A - E grade. Grade descriptors and standard work samples where available, provide a guide for teacher judgement of students' achievement over the unit.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

Achievement Standards for Health, Outdoor and Physical Education T Course Year 11

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

Achievement Standards for Health, Outdoor and Physical Education T Course Year 12

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
Knowledge and understanding	<ul style="list-style-type: none"> critically analyses health, outdoor, physical education theories, concepts, and models and evaluates their limitations and assumptions critically analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and evaluates their validity and reliability critically analyses the nature and purpose of health, outdoor, physical education and evaluates the impact of strategies and techniques on individuals' performance, experience, health, and well-being in varied and changing contexts critically analyses representations and interpretations of health, outdoor, physical education topics and evaluates their significance communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> analyses health, outdoor, physical education theories, concepts, and models and explains their limitations and assumptions analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability analyses the nature and purpose of health, outdoor, physical education and explains the impact of factors on individuals' performance, experience, health, and well-being in changing contexts analyses representations and interpretations of health, outdoor, physical education topics and explains their significance communicates ideas and arguments using appropriate evidence, language, and accurate referencing 	<ul style="list-style-type: none"> explains health, outdoor, physical education theories, concepts, and models and describes their limitations and assumptions explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability explains the nature and purpose of health, outdoor, physical education theories and describes the impact of factors on individuals' performance, experience, health, and well-being in familiar contexts explains representations and interpretations of health, outdoor, physical education topics and describes their significance communicates ideas and arguments with referencing 	<ul style="list-style-type: none"> describes health, outdoor, physical education theories, concepts, and models with some reference to their limitations and assumptions describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability describes the nature and purpose of health, outdoor, physical education theories and identifies the impact of factors on individuals' performance, experience, health, and well-being in familiar contexts describes representations and interpretations of health, outdoor, physical education topics and makes some reference to their significance communicates ideas and information with minimal referencing 	<ul style="list-style-type: none"> identifies health, outdoor, physical education theories, concepts, and models with little or no reference to their limitations and assumptions identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability identifies the nature and purpose of health, outdoor, physical education theories with little or no reference to the impact of factors on individuals' performance, experience, health, and well-being identifies representations and interpretations of health, outdoor, physical education topics and makes little or no reference to their significance communicates limited ideas and information with limited or no referencing
Skills	<ul style="list-style-type: none"> applies concepts, models, principles, methodology, or ideas with control and precision or high command to a practical context plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances or experiences of self and others evaluates with insight on practical techniques, performance, or experiences with reference to specific criteria 	<ul style="list-style-type: none"> applies concepts, models, principles, methodology, or ideas with control or command to a practical context plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances or experiences of self and others analyses with insight on practical techniques, performance, or experiences with reference to specific criteria 	<ul style="list-style-type: none"> applies concepts, models, principles, methodology, or ideas with some control or command to a practical context undertakes guided inquiries and describes data and information based on a appropriate sources makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances or experiences of self and others explains practical techniques, performance, or experiences with reference to specific criteria 	<ul style="list-style-type: none"> applies concepts, models, principles, methodology, or ideas with minimal control or command to a practical context undertakes guided inquiries with some reference to data using limited sources makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances or experiences of self and others describes practical techniques, performance, or experiences with some reference to specific criteria 	<ul style="list-style-type: none"> applies concepts, models, principles, methodology, or ideas with little or no control or command in a practical context undertakes guided research with little or no reference to data and sources selects strategies, methodology, procedures to solve problems with little or no impact on physical performances or experiences of self and others identifies practical techniques, performance, or experiences with little or no reference to specific criteria

Performance Analysis Methodologies

Value: 1.0

Unit Description

Performance Analysis Methodologies engages students with the theories, concepts, models, and methodologies of sports performance analysis. Students learn to identify a range of solvable problems. They evaluate methods for collecting reliable and actionable data and how to mathematically analyse, interpret, and represent their observations and recommendations. In the first semester there will be a focus on collecting and analysing short term data. Students develop professional skills in communicating findings and conducting ethical research. They become familiar with a range of digital measurement tools and statistical packages for capturing and analysing data.

Specific Unit Goals

This unit should enable students to:

- critically analyse sports performance analysis theories, concepts, and models to evaluate their limitations and assumptions
- critically analyse the nature and purpose of sports performance analysis and its impact on enhancing performance
- critically analyse representations and interpretations of performance and success for team and individual contexts
- evaluate with insight practical techniques, tactics, and strategies relevant to those chosen sports performance context

Content Descriptions

All knowledge, understanding and skills below must be delivered:

Knowledge and Understanding

- critically analyse sports performance analysis theories, concepts, and models to evaluate their limitations and assumptions, for example, objective and subjective methods of performance analysis, validity, and reliability of data capture systems
- critically analyse the nature and purpose of sports performance analysis and its impact on enhancing performance, for example, performance analysis, feedback, and communication in the coaching process
- critically analyse representations and interpretations of performance and success for team and individual contexts, for example, data visualisation and sports telestration techniques
- evaluate with insight contemporary practical techniques, tactics, and strategies relevant to those chosen sports performance context, for example, open-play kicking strategies in rugby league, pace variation in middle distance running, build-up strategies in football

Research methods

- critically analyse sports performance analysis principles, strategies, methodology, approaches to data, procedures and evaluate their validity and reliability, for example, video analysis and notational analysis systems
- synthesise inquiry skills to critically analyse relevant data and peer reviewed information based on critical evaluation of valid and reliable sources, for example, peer-reviewed scientific journal articles, guest speakers
- apply research and professional ethics to collecting, analysing, representing, and providing feedback on performance, for example, Ethical Human-based Research Standards, Knowledge of results and knowledge of performance

- apply valid statistical methodologies to collect, analyse and represent data using well-chosen digital packages and platforms, for example, Cohen's KAPPA, Chi-square, regression analysis and data visualisation
- synthesise communication, mathematical and ICT skills to propose coherent arguments and recommendations with academic integrity, for example, Microsoft Excel, video analysis software

Skills

- synthesise data and peer reviewed research about principles, strategies, methodology, procedures relevant to sports performance analysis to make recommendations that enhance the sports performance of self and others
- synthesise interpersonal, intrapersonal and communication skills to provide appropriate and tactful feedback in visual, oral, and written formats, for example, data visualisations, continuous and terminal feedback
- apply the conventions of academic integrity
- synthesise communication, collaboration, and ICT skills to engage in dialogue, deliver effective feedback and acknowledge diverse critical and cultural perspectives respectfully, for example, intercultural communication protocols, First Nations community protocols, Pasifika communication protocols

Reflection

- reflect critically on their own learning habits and achievement of own goals
- reflect on own analyses, performance, and professional skills to consider improvements

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 9-10.

Applications of Performance Analysis

Value: 1.0

Unit Description

Performance Analysis Applications engages students with a range of longitudinal projects in sports performance analysis. Students select and apply appropriate and ethical methodologies to analyse data and extract patterns that form the basis of recommendations. They refine mathematical and communication skills to represent findings and communicate them professionally to enhance their own and client performances.

Specific Unit Goals

This unit should enable students to:

- critically analyse sports performance analysis theories, concepts, and models to evaluate their limitations and assumptions in longitudinal contexts
- critically analyse the nature and purpose of sports performance analysis and its impact on enhancing performance using longitudinal data
- critically analyse representations and interpretations of performance and success for team and individual contexts in longitudinal contexts
- evaluate practical techniques, tactics, and strategies relevant to those chosen sports performance context

Content Descriptions

All knowledge, understanding and skills below must be delivered:

Knowledge and Understanding

- critically analyse sports performance analysis theories, concepts, and models to evaluate their limitations and assumptions in longitudinal contexts
- critically analyse the nature and purpose of sports performance analysis and its impact on enhancing performance over the long term
- critically analyse representations and interpretations of performance and success for team and individual contexts in longitudinal contexts
- evaluate with insight contemporary practical techniques, tactics, and strategies relevant to those chosen sports performance context

Research Methods

- critically analyse sports performance analysis principles, strategies, methodology, approaches to data, procedures and evaluates their validity and reliability, for example, intrinsic and extrinsic attributes, social network analysis
- synthesise inquiry skills to critically analyse relevant data and peer reviewed information based on critical evaluation of valid and reliable sources, for example, histograms, Q-Q Plot, Z-scores for relative performance
- apply research and professional ethics to collecting, analysing, representing, and providing feedback on performance
- apply valid statistical methodologies to collect, analyse and represent data using well-chosen digital packages and platforms, for example, social network analysis, cluster analysis and data visualisation techniques
- synthesise communication, mathematical and ICT skills to propose coherent arguments and recommendations with academic integrity

Skills

- synthesise data and peer reviewed research about principles, strategies, methodology, procedures relevant to the sports performance issue to make recommendations that enhance the sports performance of self and others
- synthesise interpersonal, intrapersonal and communication skills to provide appropriate and tactful feedback in oral and written formats
- apply the conventions of academic integrity
- synthesise communication, collaboration, and ICT skills to engage in dialogue, deliver effective feedback and acknowledge diverse critical and cultural perspectives respectfully

Reflection

- reflect critically on their own learning habits and achievement of own goals
- reflect on own analyses, performance, and professional skills to consider improvements

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 9-10.

Appendix A – Implementation Guidelines

Available course patterns

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

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

Units in this course can be delivered in any order.

Co-requisites for the course or units within the course

Students must be studying a T major from the Health, Outdoor and Physical Education Framework and/or Mathematical Applications or above in their home college to be eligible for this course. If Mathematics is the only corequisite, students must have also a significant involvement with, or knowledge of, sport.

Guidelines for Delivery

Program of Learning

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

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

Content Descriptions

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

Moderation

Moderation is a system designed and implemented to:

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

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

The Moderation Model

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

Moderation by Structured, Consensus-based Peer Review

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

Preparation for Structured, Consensus-based Peer Review

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

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

The College Course Presentation

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

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

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

Visual evidence for judgements made about practical performances

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

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

Teachers should consult the BSSS guidelines at:

http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers

for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College
Peter Marrapodi	St Edmund's College
Dr Jocelyn Mara	University of Canberra

Appendix C – Common Curriculum Elements

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

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

Appendix D – Glossary of Verbs

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

Appendix E – Glossary for ACT Senior Secondary Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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