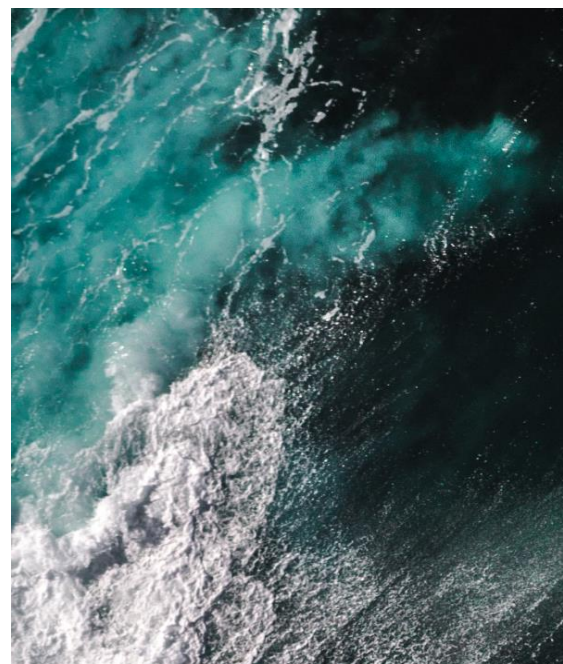


HEALTH, OUTDOOR AND PHYSICAL EDUCATION

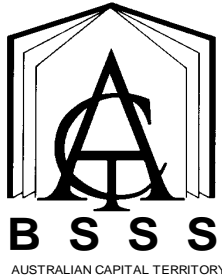
Framework

From 2026



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Health, Outdoor & Physical Education Framework

Introduction

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) capability
- critical and creative thinking
- personal and social capability
- ethical behaviour
- 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:

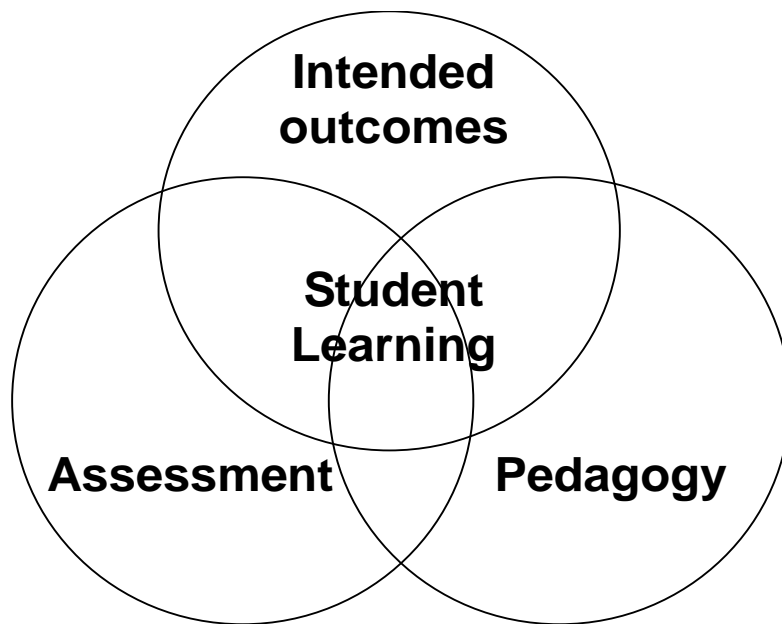
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these student capabilities and priorities are available on the ACARA website.

Course Frameworks

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



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

- a. Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
- b. 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)
- c. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
- d. Learners' sense of self and motivation to learn affects learning.
(Self-concept)
- e. Learning needs to take place in a context of high expectations.
(High expectations)
- f. Learners learn in different ways and at different rates.
(Individual differences)
- g. Different cultural environments, including the use of language, shape learner' understandings and the way they learn.
(Socio-cultural effects)
- h. Learning is a social and collaborative function as well as an individual one.
(Collaborative learning)
- i. 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)

Rationale

Students, in courses under the Health, Outdoor and Physical Education study physical, emotional, environmental, and social elements which contribute to developing and maintaining health and wellbeing, sustainability, and physical competency. They develop health, environmental, and physical literacy and apply it to improve the environment and the health wellbeing, and physical performances of self, and others.

Students develop their knowledge and understanding of theories, concepts and models of health and wellbeing, the environment, and physical competency. They gain knowledge and understanding through different ways of knowing such as, personal experience, empirical observation, and the research of experts in the field. Students engage in a process of establishing relationships and connections through experience, researching, planning, applying, evaluating, reflecting and refining for improved understandings of collective and individual avenues towards environmental and personal health, for self, and others.

Students develop knowledge and understanding of established and emerging fields within Health, Outdoors and Physical Education including values, ethics and integrity, sustainability, and technology. They develop critical and creative thinking skills to evaluate strength-based health, outdoor and physical education approaches and propose and implement solutions to challenges and problems.

Students develop interpersonal, intrapersonal, and leadership skills and apply these to a range of situations when working collaboratively and individually. They develop a range of skills to communicate effectively, and present logical and coherent arguments adhering to principles of ethical research and academic integrity.

The study of Health, Outdoor and Physical Education provides continuity with many tertiary and Vocational Education and Training (VET) courses.

Goals

All courses based on this Framework should enable students to:

- critically analyses health, outdoor, physical education theories, concepts, and models to draw informed conclusions
- critically analyse health, outdoor and physical education principles, strategies and methodologies for outdoor experience, physical performance, and health and wellbeing
- evaluate strength-based health, outdoors and physical education approaches for solving problems or questions, applying the principles of ethics or sustainability
- evaluate equipment, materials, resources and technology intended to enhance health, outdoors and physical education outcomes, experiences or performance
- synthesise health, outdoor and physical education knowledge, understanding and skills to make informed plans to enhance the environment, health, wellbeing, outdoor experience or physical performance of others', and self
- apply integrity, and critical and creative thinking for solving problems and making decisions for improved health and wellbeing, outdoor experience or physical performance for their local environment, others, and self
- apply empirical research methodologies to analyse health, outdoor and physical education contexts, experiences or performance
- communicate effectively using a range of modes and mediums for a variety of purposes adhering to the principles of academic integrity

- reflect on learning experiences and make informed proposals for identified strengths and areas for growth in interpersonal, intrapersonal, and leadership skills to collaborative and individual situations

Concepts, Knowledge and Skills

Courses developed under this Framework provide content through their component units. While this content will differ according to the particular course, all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Concepts and Knowledge

- health, outdoor and physical education principles, strategies and methodologies
- health, outdoor, and physical education theories, concepts, and models
- health, outdoor, and physical education established and emerging fields
- health, environment and physical literacy
- health, outdoors and physical education programs, problems and questions
- values, ethics and sustainability
- health, outdoors and physical education resources and technologies

Skills

- synthesise health, outdoor and physical education concepts and knowledge
- critical and creative thinking to solve problems and propose solutions
- plan and undertake independent enquiries
- independent decision making in projects and performances
- collect and analyses relevant data and information
- collaboration and teamwork skills
- communicate effectively within health, outdoor and physical education contexts
- apply interpersonal, intrapersonal, and leadership skills with integrity
- reflect on learning and skill acquisition for improvement
- analyse programs, experiences and physical performances

Teaching Strategies

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences.

Assessment

The identification of assessment criteria and assessment task types and weightings provide 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 schools. Over a course, teachers must use all of 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 BSSS Quality Assessment Guidelines is a tool useful in developing assessment tasks that promote a range of thinking skills (see appendix A). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics use the assessment criteria and Achievement Standards 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

Suggested tasks:

Group A: Research	Group B: Analysis and Application	Group C: Evaluate and Improve
<p>A task that includes clear expectations for the collection, analysis and application of research; take home or exam conditions</p> <ul style="list-style-type: none"> • Project plan • Essay • Investigation / Lab • Oral presentation • Literature review 	<p>A task that includes the analysis and application of knowledge, understanding and skills of concepts, theories and models; take home or exam conditions</p> <ul style="list-style-type: none"> • Performance Analysis – • Campaign/ promotion • Scenarios/role-play • Multimodal presentation • Lab report 	<p>A task that includes the evaluation of a program, performance or experience and includes improvement approaches; take home or exam conditions</p> <ul style="list-style-type: none"> • Stimulus/case study – • Annotated performance diary • Performance/ game evaluations and training plan/ Outdoor journey plan • Risk assessment / mitigation
<p>1.0 unit must contain at least 1 task from each of the assessment groups 0.5 unit must contain a task from 2 of the assessment groups No assessment group may be weighted greater than 50%</p>		

Additional Assessment Advice

- 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.
- Students must be provided a range of assessment opportunities to cover all Achievement Standards and appropriate course contexts
- Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
 - Suggested guidelines for an essay or report: **A** 500 - 800, **T** 800 - 1500 words.
 - Suggested guidelines for a presentation: **A** 5 - 8 minutes **T**: 8 - 12 minutes.

Achievement Standards

Student achievement in **A**, **T** and **M** units is reported based on system standards as an A - E grade. Achievement Standards and 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 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 and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing contexts critically analyses health, outdoor, physical education theories, concepts, and models to draw informed and insightful conclusions critically analyses health, outdoors and physical education programs, problems or questions using the principles of ethics or sustainability to evaluate solutions evaluates a range of resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> analyses health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts analyses health, outdoor, physical education theories, concepts, and models to draw informed conclusions analyses health, outdoors and physical education programs, problems or questions using the principles of ethics or sustainability to explain solutions assesses a range of resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> explains health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing contexts explains health, outdoor, physical education theories, concepts, and models to draw logical conclusions explains health, outdoors and physical education programs, problems or questions using the principles of ethics or sustainability to describe solutions explains a range of resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> describes health, outdoor and physical education principles and strategies in outdoor experiences, physical performance or health and wellbeing contexts describes health, outdoor, physical education theories, concepts or models to draw conclusions describes health, outdoors and physical education programs, problems or questions using the principles of ethics or sustainability describes a range of resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> identifies health, outdoor and physical education principles and strategies used in outdoor experiences, physical performance or health and wellbeing contexts identifies health, outdoor, physical education theories, concepts or models used in outdoor experiences, physical performance or health and wellbeing identifies health, outdoors and physical education programs or problems following the principles of ethics or sustainability identifies resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance
Skills	<ul style="list-style-type: none"> synthesises health, outdoor and physical education knowledge, understanding and skills to enhance health, wellbeing, outdoor experience or physical performance of others and self in familiar and unfamiliar contexts creates evidence informed, targeted and high-quality plans to achieve desired outcomes in health and wellbeing, environment and outdoor experiences or physical performance contexts plans and undertakes independent enquiries and critically analyses relevant data and information based on critical evaluation of valid and reliable sources communicates effectively using a range of modes, mediums and technique for a variety of purposes, adhering to the principles of academic integrity applies interpersonal, intrapersonal, and leadership skills with integrity and understanding of differences Reflects using evidence on knowledge, understanding and/or skill acquisition to make targeted and justified proposals for improvement 	<ul style="list-style-type: none"> applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or physical performance of others and self in familiar and unfamiliar contexts creates evidence informed, high-quality plans to achieve desired outcomes in health and wellbeing, environment and outdoor experience, or physical performance contexts plans and undertakes independent enquiries and analyses relevant data and information based on valid and reliable sources communicates effectively using a range of modes, mediums and techniques for the purpose, adhering to the principles of academic integrity applies interpersonal, intrapersonal, and leadership skills with integrity reflects using evidence on knowledge, understanding and/or skill acquisition to make considered proposals for improvement 	<ul style="list-style-type: none"> applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or physical performance of others and self in familiar contexts creates appropriate plans to achieve desired outcomes in health and wellbeing, environment and outdoor experience, or physical performance contexts plans and undertakes independent enquiries and explains relevant data and information based on valid and reliable sources communicates effectively using appropriate modes, mediums and techniques, adhering to the principles of academic integrity applies interpersonal, intrapersonal and developing leadership skills with integrity reflects using evidence on knowledge, understanding and/or skill acquisition to make plausible proposals for improvement 	<ul style="list-style-type: none"> applies some health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or physical performance for self in familiar contexts creates plans to achieve aspects of desired outcomes in health and wellbeing, environment and outdoor experience or physical performance contexts plans and undertakes guided enquiries and describes relevant data and information based valid and reliable sources communicates ideas using appropriate modes, mediums and techniques, adhering to the principles of academic integrity applies interpersonal and intrapersonal skills with some integrity reflects on knowledge, understanding and/or skill acquisition to make minor proposals for improvement 	<ul style="list-style-type: none"> applies fundamental health, outdoor and physical education knowledge, understanding and skills to improve health, wellbeing, outdoor experience or physical performance for self in familiar contexts outlines relevant plans or activities to achieve desired outcomes in health and wellbeing, environment and outdoor experience or physical performance contexts undertakes guided enquiries and describes relevant data and information communicates ideas using limited modes or mediums, adhering to the basic principles of academic integrity applies interpersonal and intrapersonal skills with limited integrity reflects on knowledge, understanding and/or skill acquisition to make ineffective proposals for improvement

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 and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts analyses health, outdoor, physical education theories, concepts, and models to draw informed conclusions analyses health, outdoors and physical education programs, problems or questions using the principles of ethics or sustainability to explain solutions assesses a range of resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> explains health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing contexts explains health, outdoor, physical education theories, concepts, and models to draw logical conclusions explains health, outdoors and physical education programs, problems or questions using the principles of ethics or sustainability explains resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> describes health, outdoor and physical education principles and strategies in outdoor experiences, physical performance or health and wellbeing outcomes in familiar contexts describes health, outdoor, physical education theories, concepts or models to draw conclusions describes health, outdoors and physical education programs, problems or questions using the principles of ethics or sustainability describes resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> describes some health, outdoor and physical education principles and strategies in outdoor experiences, physical performance or health and wellbeing contexts describes some health, outdoor, physical education theories, concepts or models to draw conclusions describes some health, outdoors and physical education programs, problems or questions using the principles of ethics or sustainability describes some resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> identifies some health, outdoor and physical education principles and strategies in outdoor experiences, physical performance or health and wellbeing contexts identifies some health, outdoor, physical education theories, concepts or models used in outdoor experiences, physical performance or health and wellbeing identifies some health, outdoors and physical education programs and considering ethics or sustainability identifies some resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance
Skills	<ul style="list-style-type: none"> applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or physical performance of others and self in familiar and unfamiliar contexts creates evidence informed, high-quality plans to achieve desired outcomes in health and wellbeing, environment and outdoor experience, or physical performance contexts plans and undertakes independent enquiries and analyses relevant data and information based on valid and reliable sources communicates effectively using a range of modes, mediums and techniques for the purpose, adhering to the principles of academic integrity applies interpersonal, intrapersonal, and leadership skills with integrity reflects using evidence on knowledge, understanding and/or skill acquisition to make considered proposals for improvement 	<ul style="list-style-type: none"> applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or physical performance for self in familiar contexts creates appropriate plans to achieve desired outcomes in health and wellbeing, environment and outdoor experience, or physical performance contexts plans and undertakes independent enquiries and explains relevant data and information based on valid and reliable sources communicates effectively using appropriate modes, mediums and techniques, adhering to the principles of academic integrity applies interpersonal, intrapersonal and developing leadership skills with integrity reflects using evidence on knowledge, understanding and/or skill acquisition to make plausible proposals for improvement 	<ul style="list-style-type: none"> applies some health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or physical performance for self in familiar contexts creates plans to address aspects of familiar problems in health and wellbeing, environment and outdoor experience or physical performance plans and undertakes guided enquiries and describes relevant data and describes information based valid and reliable sources communicates ideas using appropriate modes, mediums and techniques, adhering to the principles of academic integrity applies interpersonal and intrapersonal skills with some integrity reflects on knowledge, understanding and/or skill acquisition to make minor proposals for improvement 	<ul style="list-style-type: none"> applies fundamental health, outdoor and physical education knowledge, understanding and skills to improve health, wellbeing, outdoor experience or physical performance for self in familiar contexts outlines relevant plans or activities to achieve desired outcomes in health and wellbeing, environment and outdoor experience or physical performance contexts undertakes guided enquiries and describes relevant data and information communicates ideas using limited modes or mediums, adhering to the basic principles of academic integrity applies interpersonal and intrapersonal skills with limited integrity reflects on knowledge, understanding and/or skill acquisition to make ineffective proposals for improvement 	<ul style="list-style-type: none"> applies some fundamental health, outdoor and physical education knowledge, understanding and skills to health, wellbeing, outdoor experience or physical performance for self in familiar contexts outlines plans or activities in a health and wellbeing, environment and outdoor experience or physical performance contexts undertakes guided enquiries and identifies relevant data and information communicates basic ideas using limited modes or mediums, adhering to the basic principles of academic integrity applies basic interpersonal and intrapersonal skills with limited integrity attempts to reflect on knowledge, understanding and/or skill acquisition

Achievement Standards for Health, Outdoor and Physical Education A 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"> analyses health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts analyses health, outdoor, physical education theories, concepts, and models to draw logical conclusions analyses health, outdoors and physical education programs, problems or questions using the principles of ethics or sustainability to explain solutions assesses a range of resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> explains health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts explains health, outdoor, physical education theories, concepts or models to draw logical conclusions explains health, outdoors and physical education programs, problems or questions using the principles of ethics or sustainability to describe solutions assesses explains familiar resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> describes health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts describes health, outdoor, physical education theories, concepts or models to draw conclusions describes health, outdoors and physical education programs, problems or questions using the principles of ethics or sustainability describes resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> describes some health, outdoor and physical education principles, strategies and methodologies in outdoor experiences, physical performance or health and wellbeing outcomes contexts describes some health, outdoor, physical education theories, concepts or models to draw conclusions describes some health, outdoors and physical education programs, problems or questions using the principles of ethics or sustainability describes some resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> identifies some health, outdoor and physical education principles and strategies used in outdoor experiences, physical performance or health and wellbeing outcomes contexts identifies some health, outdoor, physical education theories, concepts or models used in outdoor experiences, physical performance or health and wellbeing identifies some health, outdoors and physical education programs and considering ethics or sustainability identifies some resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance
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Achievement Standards for Health, Outdoor and Physical Education A Course Year 11

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Skills	<ul style="list-style-type: none"> applies health, outdoor and physical education knowledge, understanding and skills to enhance the health, wellbeing, outdoor experience or physical performance of others and self in familiar contexts creates high quality plans to achieve outcomes in health and wellbeing, environment and outdoor experience, or physical performance contexts plans and undertakes independent enquires and explains relevant data and information based on valid and reliable sources communicates effectively using appropriate modes, mediums and techniques, adhering to the principles of academic integrity applies interpersonal, intrapersonal and developing leadership skills with integrity reflect using evidence on knowledge, understanding and/or skill acquisition to make plausible proposals for improvement 	<ul style="list-style-type: none"> applies relevant health, outdoor and physical education knowledge, understanding and skills to achieve health, wellbeing, outdoor experience or physical performance outcomes creates relevant plans to achieve health and wellbeing, environment and outdoor experience, or physical performance contexts plans and undertakes independent enquiries and describes relevant data and information based valid and reliable sources communicates ideas using appropriate modes, mediums and techniques, adhering to the principles of academic integrity applies interpersonal and intrapersonal skills with integrity reflect on knowledge, understanding and/or skill acquisition to make minor proposals for improvement 	<ul style="list-style-type: none"> applies some relevant health, outdoor and physical education knowledge, understanding and skills to achieve health, wellbeing, outdoor experience or physical performance outcomes outlines relevant plans to achieve outcomes health and wellbeing, environment and outdoor experience, or physical performance contexts undertakes guided enquiries and describes relevant data and information communicates ideas using limited modes or mediums, adhering to the basic principles of academic integrity applies interpersonal and intrapersonal skills with developing integrity reflect on knowledge, understanding and/or skill acquisition to make ineffective proposals for improvement 	<ul style="list-style-type: none"> applies fundamental health, outdoor and physical education knowledge, understanding and skills to health, wellbeing, outdoor experience or physical performance contexts outlines plans or activities to attempt to achieve outcomes in a health and wellbeing, environment and outdoor experience, or physical performance contexts undertakes guided enquiries and describes data and information communicates developing ideas using limited modes or mediums, adhering to basic principles of academic integrity applies limited interpersonal and intrapersonal skills with limited integrity attempt to reflect on knowledge, understanding and/or skill acquisition 	<ul style="list-style-type: none"> applies basic health, outdoor and physical education knowledge, understanding and skills to health, wellbeing, outdoor experience or physical performance contexts identifies activities to achieve outcomes in a health and wellbeing, environment and outdoor experience, or physical performance contexts undertakes guided enquiries and identifies data and information communicates basic ideas using minor principles of academic integrity applies basic interpersonal and intrapersonal skills with basic integrity attempts to reflect on experiences

Achievement Standards for Health, Outdoor and Physical Education M Course Year 11 and 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"> describes health, outdoor and physical education principles, strategies or methodologies used in outdoor experiences, physical performance or health and wellbeing contexts describes health, outdoor, physical education theories, concepts or models used in outdoor experiences, physical performance or health and wellbeing describes health, outdoors and physical education programs or problems using the principles of ethics or sustainability describes resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> describes components of health, outdoor and physical education principles and strategies used in outdoor experiences, physical performance or health and wellbeing contexts describes components of health, outdoor, physical education theories, concepts or models used in outdoor experiences, physical performance or health and wellbeing describes ethical or sustainability considerations of health, outdoors and physical education programs or problems describes familiar resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> describes components of health, outdoor and physical education principles or strategies used in outdoor experiences, physical performance or health and wellbeing contexts describes components of health, outdoor, physical education theories or concepts or models used in outdoor experiences, physical performance or health and wellbeing describes common ethical or sustainability considerations of health, outdoors and physical education programs or problems describes fundamental resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> identifies components of health, outdoor and physical education principles and strategies used in outdoor experiences, physical performance or health and wellbeing contexts identifies components of health, outdoor, physical education theories, concepts or models used in outdoor experiences, physical performance or health and wellbeing identifies ethics or sustainability considerations of health, outdoors and physical education programs or problems identifies resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance 	<ul style="list-style-type: none"> identify, with support, components of health, outdoor and physical education principles and strategies used in outdoor experiences, physical performance or health and wellbeing identifies, with support, components of health, outdoor, physical education theories, concepts or models used in outdoor experiences, physical performance or health and wellbeing identifies, with support, ethics or sustainability considerations of health, outdoors and physical education programs or problems Identifies, with support, resources and technologies intended to enhance health, outdoors and physical education outcomes, experiences or performance
Skills	<ul style="list-style-type: none"> applies health, outdoor and physical education knowledge, understanding and skills to improve health, wellbeing, outdoor experience or physical performance of others and self in familiar contexts outlines relevant plans or activities to achieve improved outcomes in a health and wellbeing, environment and outdoor experience, or physical performance contexts undertakes independent enquiries and describes relevant data and information communicates ideas using appropriate modes or mediums, adhering to principles of academic integrity applies interpersonal and intrapersonal skills with some integrity reflects on knowledge, understanding and/or skill acquisition to make minor proposals for improvement 	<ul style="list-style-type: none"> applies some health, outdoor and physical education knowledge, understanding and skills to improve the health, wellbeing, outdoor experience or physical performance of others or self in familiar contexts outlines plans or activities to achieve outcomes in a health and wellbeing, environment and outdoor experience, or physical performance contexts undertakes guided enquiries and describes relevant data and information communicates ideas using limited modes or mediums, adhering to principles of academic integrity applies interpersonal and intrapersonal skills with limited integrity reflects on knowledge, understanding and/or skill acquisition to make ineffective proposals for improvement 	<ul style="list-style-type: none"> applies some health, outdoor and physical education knowledge, understanding and skills to the health, wellbeing, outdoor experience or physical performance of self in familiar contexts outlines basic plans or activities to achieve outcomes in a health and wellbeing, environment and outdoor experience, or physical performance contexts undertakes guided enquiries and describes data and information communicates developing ideas using limited modes or mediums, adhering to basic principles of academic integrity applies basic interpersonal and intrapersonal skills with basic integrity attempts to reflect on knowledge, understanding and/or skill acquisition to make proposals for improvements 	<ul style="list-style-type: none"> applies basic health, outdoor and physical education knowledge, understanding and skills to the health, wellbeing, outdoor experience or physical performance of self identifies activities to achieve outcomes in a health and wellbeing, environment and outdoor experience, or physical performance contexts undertakes guided enquiries and identifies data and information communicates, with support, basic ideas using minor principles of academic integrity applies with assistance, basic interpersonal and intrapersonal skills with integrity attempts to reflect on experiences 	<ul style="list-style-type: none"> uses basic health, outdoor and physical education knowledge, understanding and skills to the health, wellbeing, outdoor experience or physical performance of self identifies basic activities to achieve outcomes in a health and wellbeing, environment and outdoor experience, or physical performance contexts undertakes guided enquiries and identifies with support, data and information communicates, with support, basic ideas using minor principles of academic integrity applies with assistance basic interpersonal and intrapersonal skills with basic integrity attempts, with assistance to reflect on experiences

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 senior secondary schools 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 Course 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, as well as statistical moderation of course scores, including small group procedures, for 'T' courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgements.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers are asked to retain originals or copies of student work for system moderation purposes. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept.

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 and T course and any M units offered by the school.

The College Course Presentation

The package of materials (Moderation 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
- a set of student portfolios containing marked and/or graded written and non-written 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 memoranda and Information Papers.

Course Framework Group

Name	College

DRAFT

Appendix A - 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 B - 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
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	Plan, inquire into and draw conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategies, 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