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<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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All students are able to learn.

Learning is a partnership between students and teachers.

Teachers are responsible for advancing student learning.

1. Learning builds on existing knowledge, understandings, and skills.
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.
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
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5. Learning needs to take place in a context of high expectations.
6. Learners learn in different ways and at different rates.
7.)

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners

[?] 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 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.

[?] provides students with opportunities to

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

cultures.

Students engage with the Aboriginal and Torres Strait Islander histories and cultures priority in 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.

U 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.

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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.

The Sustainab

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

	<p>research essays assignments reports exam/tests multimedia tasks reflective diaries journals portfolios logs</p>	<p>practical laboratories presentations orals physical activity tasks practical tests campaigns and case studies debates seminars field trips</p>
	40 - 60%	40 - 60%
	40 - 60%	40 - 60%
	10 - 90%	10 - 90%

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 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.

	A student who achieves an grade typically	A student who achieves a grade typically	A student who achieves a grade typically	A student who achieves a grade typically	A student who achieves an grade typically
	<p>critically analyses health, outdoor, physical education theories, concepts, and models and evaluates their limitations and assumptions</p> <p>critically analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and evaluates their validity and reliability</p> <p>critically analyses the nature and purpose of health, outdoor, physical education and evaluates the impact of performance, experience, health, and well-being in varied and changing contexts</p> <p>critically analyses representations and interpretations of health, outdoor, physical education topics and evaluates their significance</p> <p>communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing</p>	<p>analyses health, outdoor, physical education theories, concepts, and models and explains their limitations and assumptions</p> <p>analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability</p> <p>analyses the nature and purpose of health, outdoor, physical education and explains the impact of factors on health, and well-being in changing contexts</p> <p>analyses representations and interpretations of health, outdoor, physical education topics and explains their significance</p> <p>communicates ideas and arguments using appropriate evidence, language, and accurate referencing</p>	<p>explains health, outdoor, physical education theories, concepts, and models and describes their limitations and assumptions</p> <p>explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability</p> <p>explains the nature and purpose of health, outdoor, physical education theories and describes the impact of experience, health, and well-being in familiar contexts</p> <p>explains representations and interpretations of health, outdoor, physical education topics and describes their significance</p> <p>communicates ideas and arguments with referencing</p>	<p>describes health, outdoor, physical education theories, concepts, and models with some reference to their limitations and assumptions</p> <p>describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability</p> <p>describes the nature and purpose of health, outdoor, physical education theories and identifies the impact of experience, health, and well-being in familiar contexts</p> <p>describes representations and interpretations of health, outdoor, physical education topics and makes some reference to their significance</p> <p>communicates ideas and information</p>	<p>identifies health, outdoor, physical education theories, concepts, and models with little or no reference to their limitations and assumptions</p> <p>identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability</p> <p>identifies the nature and purpose of health, outdoor, physical education theories with little or no reference to the performance, experience, health, and well-being</p> <p>identifies representations and interpretations of health, outdoor, physical education topics and makes little or no reference to their significance</p>

apply valid statistical methodologies to collect, analyse and represent data using well-chosen digital packages and platforms, for example, # 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

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

reflect critically on their own learning habits and achievement of own goals

reflect on own analyses, performance, and professional skills to consider improvements

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. This will o3 31 0 595.32 841 ..0 nem2.8000887sse/(h)JTJETQq0.00cue unce8e5bJETQq0.00cue un

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.

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

All knowledge, understanding and skills below must be delivered:

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

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.

Minor	Minimum of 2 units

Units in this course can be delivered in any order.

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

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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

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.

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

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