

# Physical Education (Stage 1)

Subject Outline

# Subject outline changes

| From 2024 | To 2025 onwards |
| --- | --- |
| There are no changes to this subject outline | |

# Subject description

Physical Education may be undertaken as a 10‑credit subject or a 20‑credit subject at Stage 1.

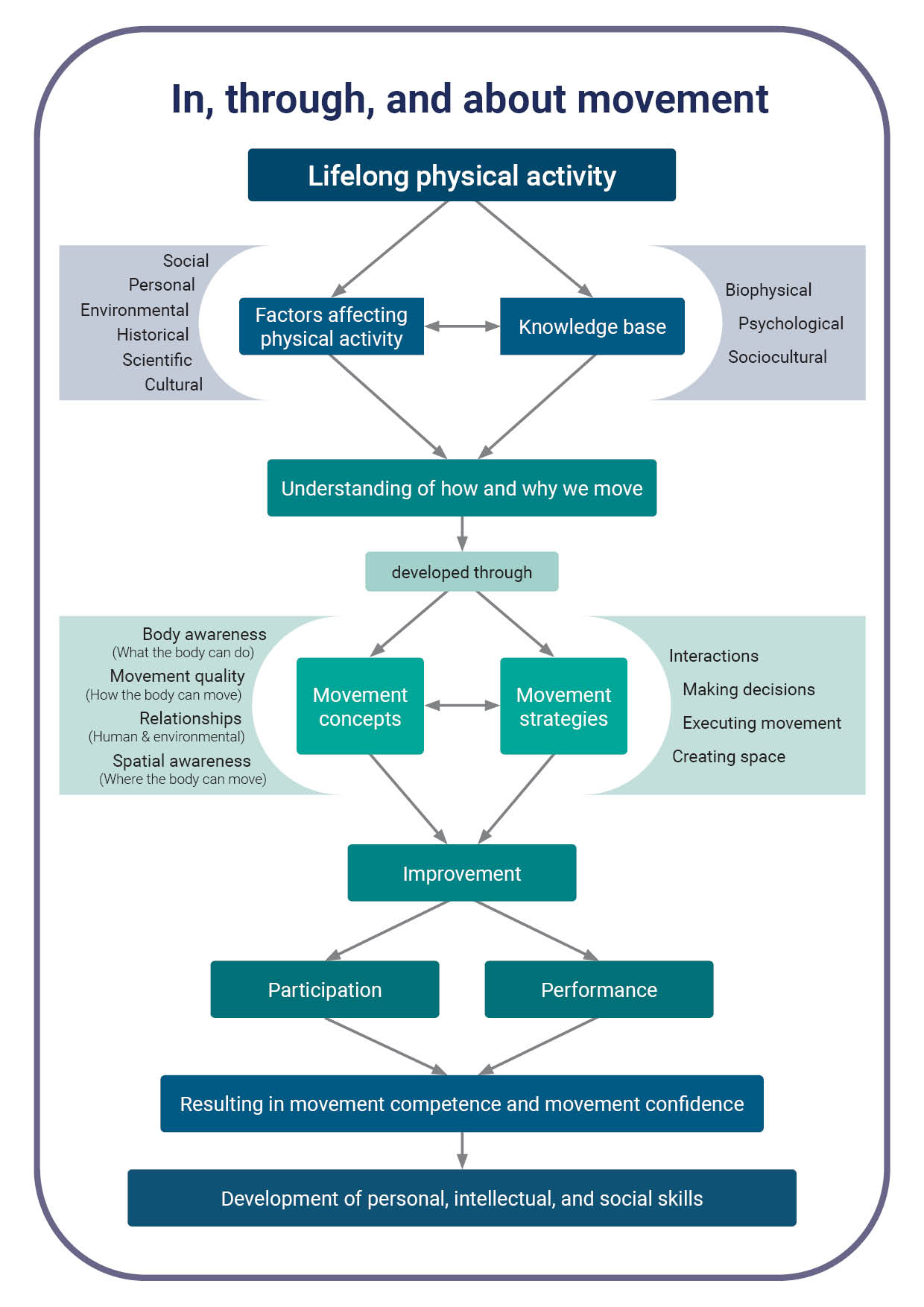
Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education supports an Arnoldian1[[1]](#footnote-2) educational framework that promotes deep learning ‘in, through, and about’ physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

Education ‘in’ physical activity involves students making meaning of personal movement experiences. Through these movement experiences, students engage in thoughtful participation where skills of internal reflection and articulation of learning progress are developed. These movement experiences involve students in the assessment process and this in turn enhances their metacognition.

Education ‘through’ physical activity involves students using movement to strengthen their personal, intellectual, and social skill development. Such skill development allows students to engage more purposefully in physical activity. Students use physical activity contexts as the vehicle for developing the capabilities and skills necessary to reflect on and critique their learning in order to enhance participation and performance outcomes.

Education ‘about’ physical activity involves students developing an understanding of biophysical, psychological, and sociocultural domains through participation in physical activity. The biophysical domain includes learning and applying exercise physiology and biomechanical concepts. The psychological domain develops an understanding of skill acquisition and learning theory concepts. The socio‑cultural domain develops knowledge and understanding of, and skills to take responsible action related to, barriers, enablers, equity, and inclusivity in physical activity. These domains are developed through the exploration of movement concepts and strategies within physical activity contexts.

Physical activities can include sports, theme-based games, laboratories, and fitness and recreational activities. Classes can undertake a single‑focus approach (e.g. single sport) or can undertake multiple sports, games, and/or activities.



# Capabilities

The capabilities connect student learning within and across subjects in a range of contexts.

The SACE identifies seven capabilities.

Literacy

In this subject students extend and apply their literacy capability by, for example:

* critically analysing and evaluating primary and secondary data
* extracting, interpreting, and evaluating information presented in a variety of formats
* using a range of communication formats to express ideas logically and fluently
* using accurate and appropriate subject terminology to interpret and explain concepts, and synthesise information.

Numeracy

In this subject students extend and apply their numeracy capability by, for example:

* measuring and recording the performance of physical activities with appropriate instruments and technology
* collating, representing, and analysing both primary and secondary data
* using calculations and critical thinking skills to identify and solve problems
* applying spatial awareness and understanding in the participation and performance of physical activities
* identifying and interpreting trends and relationships to draw conclusions or make recommendations.

Information and communication technology (ICT) capability

In this subject students extend and apply their ICT capability by, for example:

* exploring and accessing information using a variety of technologies
* collecting, analysing, and representing data and visual evidence electronically
* investigating, appraising, and using technology for the collection of evidence and analysis of the performance of physical activities
* communicating ideas, processes, and information about the performance of physical activities
* understanding and evaluating the application of ICT in performance of physical activities.

Critical and creative thinking

In this subject students extend and apply their critical and creative thinking capability by, for example:

* analysing and interpreting challenges from different perspectives
* creating, reviewing, and refining physical activities to improve participation and performance
* collecting evidence and feedback to monitor the success of implemented strategies over time, and applying modifications and proposing future recommendations
* evaluating data to improve the participation and performance of physical activities
* analysing information and interpretations, for validity and reliability
* envisaging consequences and making reasonable predictions about possible outcomes during or in relation to the participation and performance of physical activities
* developing knowledge and understanding through participation in physical activity, and applying this knowledge to critically reflect on their own and others’ participation and performance
* identifying problems and areas for improvement, and developing innovative solutions.

Personal and social capability

In this subject students extend and apply their personal and social capability by, for example:

* understanding the importance of participation and performance of physical activities for health and well‑being
* demonstrating collaboration and initiative
* working and communicating effectively with others and respecting the perspectives of others
* planning effectively, managing time, and demonstrating responsible risk management
* exploring barriers and enablers to physical activity and identifying how personal factors may influence participation and performance
* developing and implementing strategies that build confidence and motivation, and improve the learning environment, for themselves and others
* evaluating and justifying the success of their role in assisting others to be effective participants in physical activities
* analysing the collective contribution made by a team in enhancing the learning experience for all participants
* being receptive to changes in thinking based on new information and practices in the performance of physical activities.

Ethical understanding

In this subject students extend and apply their ethical understanding capability by, for example:

* making and evaluating ethical decisions in relation to the integrity of physical activities
* developing strategies that promote equity and inclusivity in a range of physical activities
* analysing data and reporting the outcomes of the performance of physical activities accurately and fairly
* applying the codes of practice in the participation and performance of human physical activities
* analysing equity issues in the participation and performance of physical activities and developing the capacity to take responsible social action.

Intercultural understanding

In this subject students extend and apply their intercultural understanding capability by, for example:

* understanding that participation and performance of physical activities is a global endeavour with significant contributions from diverse cultures
* respecting how different cultural or religious beliefs may influence how people participate in physical activities
* identifying how social and cultural factors may encourage or inhibit participation in physical activities
* participating in physical activities to investigate how social and cultural factors affect or are influenced by participation
* understanding how physical activities can contribute to Reconciliation actions for Aboriginal and Torres Strait Islander peoples.

# Aboriginal and Torres Strait Islander knowledge, cultures, and perspectives

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

* providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
* recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
* drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
* promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities

# Learning requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Physical Education.

In this subject, students are expected to:

1. apply knowledge and understanding to movement concepts and strategies in physical activity
2. reflect on movement concepts and strategies in physical activity
3. apply collaborative skills in physical activity contexts
4. explore and analyse evidence related to physical activity
5. reflect on ways to improve participation and/or performance in physical activity
6. use subject-specific terminology.

# Content

Stage 1 Physical Education has three focus areas:

* Focus Area 1: In movement
* Focus Area 2: Through movement
* Focus Area 3: About movement.

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme‑based games, laboratories, and fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote participation and performance outcomes. These movement concepts and strategies include:

* body awareness
* movement quality
* spatial awareness
* relationships
* executing movement
* creating space
* interactions
* making decisions.

Students learn experientially, encouraging the development of their capabilities and skills, such as critical and creative thinking, communication, and collaboration. An integrated approach to learning supports a conceptual framework that promotes deep learning in, through, and about physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

Students investigate participation and performance in human physical activity. This flexibility enables sociocultural aspects such as inclusivity and equity to be integrated throughout learning activities. Students apply their understanding of movement concepts to evaluate aspects of their own or others’ physical activity and reflect on strategies to improve participation and performance. Opportunities for students to reflect on their own movement experiences allow them to make greater meaning of these experiences.

The use of technology is integral to the collection of data such as video footage, heart rates, fitness batteries, and game statistics. Students apply their understanding of movement concepts to evaluate the data and reflect on ways in which performance can be achieved.

Programming

Programs for a 10‑credit and 20‑credit subject comprise a selection of key ideas from all three focus areas.

Focus areas can be studied in their entirety or in part, taking into account student interests and preparation for pathways into the future study of physical education.

The key ideas selected can be sequenced and structured to suit individual cohorts of students.

Guidelines for physical activities

An emphasis is placed on human participation and performance in physical activity.

The following are not permitted for physical activities:

* activities that involve violence (perceived or actual), such as boxing, or the use of firearms
* activities that rely on motorised assistance, such as go‑karting.

Focus Area 1: In movement

Students explore physical activity by extending and applying their knowledge of movement concepts and strategies, and skill learning. They investigate how the body responds to physical activity and apply biophysical and psychological knowledge to improve participation and/or performance in physical activity. The key ideas and considerations below provide a guide for learning.

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| --- | --- |
| Key ideas | Considerations |
| Application of skill‑acquisition concepts for improvement | * processes to improve skill learning * biomechanical efficiency for skilled movement * the role of feedback and its effect on learning and performance * giving and receiving feedback |
| Analysis of movement concepts and strategies | * collecting valid and reliable data * making sense of movement concepts and strategies in action * applying understanding of movement concepts and strategies to consider ways to improve participation and/or performance |
| Application of energy sources affecting physical performance | * the contribution of energy systems in specific activities * energy contributions and fatigue |
| Application of the effects of training on physical performance | * analysis of the demands of physical activity * measurement and monitoring of fitness and energy components relevant to participation and performance |

Focus Area 2: Through movement

Students explore physical activity through movement concepts and strategies with a socio‑cultural lens. They explore barriers and enablers to physical activity, identifying how personal, social, and cultural factors affect participation. Students initiate and contribute to the development of strategies that promote equity and inclusivity through a range of physical activities. They reflect on the success of these strategies in building confidence and motivation, as well as the improvement in the learning environment for themselves and others. The key ideas and considerations below provide a guide for learning.

| Key ideas | Considerations |
| --- | --- |
| Physiological barriers and enablers to participation | * physiological differences — age, gender, body composition, fitness level |
| Social strategies to enhance equity in participation | * group and team selection * modification of environments * environmental, task, and individual constraints within activities |
| Personal influences on participation | * cultural values and beliefs * previous exposure and attitude to physical activity |
| Social psychology | * group dynamics * team‑building strategies — communication, leadership, norms, rules * personal well‑being — growth mindset, character strengths |
| Collaboration for physical activity purposes | * application of collaborative skills to suit the physical activity context, e.g. communication, building shared understanding, collectively contributing, regulating behaviour * utilising collaborative strategies to achieve common goals related to physical activity |

Focus Area 3: About movement

Students develop theoretical knowledge to understand the richness and diversity of movement experiences. Physical activity contexts enable students to apply their knowledge to real‑life experiences to evaluate participation and performance outcomes.

|  |  |
| --- | --- |
| Key ideas | Considerations |
| The body’s response to physical activity | * musculoskeletal system * cardiorespiratory system * sources of nutrients * energy systems and fatigue * biomechanical principles — force, motion, momentum |
| The effect of training on the body | * fitness components and fitness testing * training methods and principles * chronic adaptations |
| Learning and refining skills | * skill classification * stages of learning * factors affecting skill learning |

# Evidence of learning

Assessment at Stage 1 is school based.

The following assessment types enable students to demonstrate their learning in Stage 1 Physical Education:

* Assessment Type 1: Performance Improvement
* Assessment Type 2: Physical Activity Investigation.

For a 10‑credit subject, students should provide evidence of their learning through two assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

* one performance improvement
* one physical activity investigation.

For a 20‑credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

* at least one performance improvement
* at least one physical activity investigation.

# Assessment design criteria

The assessment design criteria are based on the learning requirements and are used by teachers to:

* clarify for the student what they need to learn
* design opportunities for the student to provide evidence of their learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

* students should demonstrate in their learning
* teachers look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

* application and communication
* exploration, analysis, and reflection.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

## Application

The specific features are as follows:

A1 Application of knowledge and understanding to movement concepts and strategies.

A2 Application of collaborative skills.

A3 Use subject-specific terminology.

## Exploration, Analysis, and Reflection

The specific features are as follows:

EAR1 Exploration and analysis of evidence relating to physical activity.

EAR2 Reflection on movement concepts and strategies.

EAR3 Reflection on ways to improve participation and/or performance.

# School assessment

The school assessment component for Stage 1 Physical Education consists of two assessment types:

* Assessment Type 1: Performance Improvement
* Assessment Type 2: Physical Activity Investigation.

## Assessment Type 1: Performance Improvement

For a 10‑credit subject, students undertake one performance improvement task.

For a 20‑credit subject, students undertake at least one performance improvement task.

Students participate in a variety of physical activities focusing on one or more movement concepts or strategies to consider ways to improve performance. The physical activities may include sports, theme‑based games, fitness, and/or recreational activities.

Students develop knowledge and understanding of focus area content through participating in physical activities and other integrated activities (e.g. laboratory activities such as fitness testing). They apply this knowledge to critically analyse their own and/or others’ performances.

Students explore and analyse evidence of physical activity to reflect on ways in which performance improvement can be achieved. The use of technology is encouraged in the collection of evidence. Evidence can include game data, video analysis, fitness data, and/or literature research.

Examples of activities that can support evidence of learning in this assessment type include, but are not limited to, the following:

* With a focus on the movement concept of body awareness, students undertake a range of fitness tests to measure their current fitness levels (e.g. aerobic capacity, power, speed). Using this evidence, they design a series of fitness training sessions to improve an identified fitness factor. Students implement the training sessions with a group.
* With a focus on the movement concept of movement quality, students conduct an analysis of a specific biomechanical movement to improve performance. Through participation in a sport (e.g. badminton), they identify a movement problem (e.g. inability to hit the shuttle to the back of the court) to analyse and improve. Students apply key ideas from focus areas to improve their performance.
* With a focus on the movement concept of body awareness, students conduct an analysis of a court invasion game (sport or minor game). They discuss physiological concepts that influence movement ability, such as the interplay of energy systems for two different positions, and compare the similarities and differences. Students consider their suitability for each position and provide suggestions for improvement based on their own biophysical profile.
* With a focus on the movement concepts of body awareness and relationships, students take a gamification approach. Using an electronic game or application as inspiration, they design and play a real-life game to improve an identified movement skill (e.g. throwing). Applying biomechanical principles and skill‑acquisition knowledge, students consider ways to improve performance of the identified movement skill by making modifications to the game. Students may choose to design a series of levels to increase movement competence and cognitive effort.

Students may present evidence of their learning in various formats, for example:

* blog or vlog
* video analysis
* screencast
* reflective journal
* collaborative investigation and presentation
* scientific journal article.

For a 10‑credit subject:

the evidence for one performance improvement task should be a maximum of 9 minutes for an oral or multimodal presentation, or a maximum of 1500 words if written.

For a 20‑credit subject:

* the evidence for one performance improvement task should be a maximum of 9 minutes for oral or multimodal presentations, or a maximum of 1500 words if written
* the evidence for two performance improvement tasks should be a maximum of 18 minutes for oral or multimodal presentations, or a maximum of 3000 words if written
* the evidence for three performance improvement tasks should be a maximum of 27 minutes for oral or multimodal presentations, or a maximum of 4500 words if written.

Note: for multimodal evidence, one A4 page is equivalent to 2 minutes of oral evidence.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

* application and communication
* exploration, analysis, and reflection.

## Assessment Type 2: Physical Activity Investigation

For a 10‑credit subject, students undertake one physical activity investigation.

For a 20‑credit subject, students undertake at least one physical activity investigation.

Students participate in one or more physical activities to investigate how personal, social, and cultural factors influence participation.

Students individually or collaboratively collect data from the activities undertaken (e.g. manually recording data, using apps, video analysis, and/or self‑assessment and peer assessment feedback).

Students integrate concepts from one or more focus areas to analyse the data and reflect on factors that may hinder or encourage participation in each activity.

Examples of activities that can support evidence of learning in this assessment type include, but are not limited, to:

* Comparison of two or more sporting activities/games and collection of data to determine the factors that affect inclusivity. Students evaluate a range of sociocultural factors that impact on the participation of individuals or groups in the sporting activities/games. An example is comparing korfball, European handball, and netball.
* Exploration of the popularity of modified sports/games that are shorter, faster, and more dynamic than the original sports/games. Students collect data to analyse and reflect on the impact of the modifications on the inclusivity and accessibility of the activity. Examples are Fast5 Netball, Twenty20 Cricket, AFL 9s, Nitro Athletics.
* Participation in a range of games with differently‑abled students. Students collect data on the challenges for these differently‑abled students in participating in the games and identify how changes of adaptations can be employed to ensure greater inclusivity.
* Participation in at least one traditional cultural game (e.g. buroinjin, see [sportingschools.gov.au](https://www.sportingschools.gov.au/resources-and-pd/schools/yulunga/game-category)) and reflection on the enablers and barriers to participation, which may include biophysical, psychological, and/or communicative factors.

Students may present evidence of their learning in various formats, for example:

* blog or vlog
* video analysis
* screencast
* newspaper article advocating for inclusivity and equity
* reflective journal
* collaborative investigation and presentation.

For a 10‑credit subject:

* the evidence for one physical activity investigation task should be a maximum of 9 minutes for an oral or multimodal presentation, or a maximum of 1500 words if written.

For a 20‑credit subject:

* the evidence for one physical activity investigation task should be a maximum of 9 minutes for oral or multimodal presentations, or a maximum of 1500 words if written
* the evidence for two physical activity investigation tasks should be a maximum of 18 minutes for oral or multimodal presentations, or a maximum of 3000 words if written
* the evidence for three physical activity investigation tasks should be a maximum of 27 minutes for oral or multimodal presentations, or a maximum of 4500 words if written.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

* application and communication
* exploration, analysis, and reflection.

# Performance standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well students have demonstrated their learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* taking into account the weighting of each assessment type
* assigning a subject grade between A and E.

Performance standards for Stage 1 Physical Education

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| --- | --- | --- |
| - | Application | Exploration, Analysis, and Reflection |
| A | Astute and highly effective application of knowledge and understanding to movement concepts and strategies.  Focused and sustained application of collaborative skills.  Highly effective use of accurate subject-specific terminology. | Focused exploration and in-depth analysis of evidence relating to physical activity.  Insightful reflection on movement concepts and strategies.  Insightful reflection on ways to improve participation and/or performance. |
| B | Effective application of knowledge and understanding to movement concepts and strategies.  Mostly thorough and sustained application of collaborative skills.  Effective use of accurate subject-specific terminology. | Thorough exploration and some depth of analysis of evidence relating to physical activity.  Well-considered reflection on movement concepts and strategies with some insights.  Well-considered reflection on ways to improve participation and/or performance. |
| C | Generally effective application of knowledge and understanding to movement concepts and strategies.  Competent application of collaborative skills.  Generally effective use of subject-specific terminology with some accuracy. | Generally competent exploration and analysis of evidence relating to physical activity.  Considered reflection on movement concepts and strategies.  Considered reflection on ways to improve participation and/or performance. |
| D | Some application of knowledge and understanding to movement concepts and strategies.  Some application of collaborative skills.  Some use of subject-specific terminology. | Some exploration and analysis of evidence relating to physical activity.  Some reflection on movement concepts and strategies.  Some reflection on ways to improve participation and/or performance. |
| E | Attempted application of knowledge and understanding to movement concepts and strategies.  Attempted application of collaborative skills.  Attempted use of use of subject-specific terminology. | Attempted exploration and analysis of evidence relating to physical activity.  Attempted reflection on movement concepts and strategies.  Attempted reflection on ways to improve participation and/or performance. |

1. Arnold, PJ 1979, *Meaning in movement, sport and physical education*, Heinemann, London.  
   Arnold, PJ 1988, *Education, movement and the curriculum: a philosophic inquiry*, Falmer Press, London [↑](#footnote-ref-2)