

ACHPER Feedback of Draft PASS Syllabus

Key Strengths of the draft syllabus

- The name change enhances the continuity throughout the PASS and HMS. This also provides a more accurate insight into the nature of the content and the rigour associated with the concepts addressed.
- The restructuring of the content enhances clarity of what must be taught and what is optional based on school preference.
- The specificity of movement skills embedded within the content allows for authentic opportunities to learn in, through and about movement.
- The Life Skills content is better aligned with the mainstream content.
- The inclusion of interpersonal skills within the outcomes is a positive shift to developing the 'soft skills' students require to thrive within and beyond the school context.

Suggestions

Outcomes:

Concern: double-barrelled outcomes.

The outcome “*applies interpersonal and planning skills that support personal and group objective in a range of situations*” is a very broad outcome, making it challenging for teachers to effectively differentiate between interpersonal skills and planning when designing learning sequences. It also makes it harder to explicitly assess each variable within the outcome. As a combined outcome, it may also lead to teachers focussing on one element more than the other.

Recommendation: ACHPER NSW recommends separating interpersonal skills and planning skills into two separate outcomes.

Current outcome	Suggested outcomes
Applies interpersonal and planning skills that support personal and group objective in a range of situations.	• Applies and refines interpersonal skills that support personal and group objective in a range of situations.
	• Implements planning skills that support personal and group objectives in a range of situations.

ACHPER NSW recommends an alternate solution would be to alter the outcome to have an explicit focus on collaboration (which combines planning, interpersonal skills and group research investigation). This will also create a stronger alignment between the stage 5 PASS and stage 6 HMS. This progression is outlined in the table below.

PH5-SMI-01 <i>Evaluates and adopts self-management and interpersonal skills to manage complex situations</i>	<i>Applies interpersonal and planning skills that support personal and group objectives in a range of situations</i>	HM-11-05 <i>Collaboration: Demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts</i>
	<i>Communicates ideas and concepts about physical activity and sport for a range of purposes, audiences and contexts</i>	HM-11-01 <i>Communication: Communicates health and movement concepts to audiences and contexts, using a variety of modes</i>

Concern: The similarity and lack of extension within outcomes from stage 5 PDHPE and PASS.

The PASS outcomes should build on and extend the expectations of outcomes from Stage 5 PDHPE. Currently some of the PASS outcomes (bolded and underlined in table below) are of a lower order than the Stage 5 PDHPE outcomes.

Stage 5 PDHPE Outcomes	Stage 5 PASS	Stage 6 HMS
PH5-MSS-01 <i>Refines and transfers movement skills and concepts for adaptation in a range of dynamic movement environments</i>	<u>Applies and refines movement skills and strategies that enhance performance and safety in physical activity and sport</u> <u>Uses information and feedback to refine movement skills, concepts and strategies</u>	HM-11-04 <i>Investigates movement skills and psychology to improve participation and performance</i>
PH5-SHP-01 <i>Designs, implements and evaluates plan to enhance safety, health and participation in lifelong physical activity</i>	<u>Explains the benefits of participation and performance in physical activity and sport</u>	
	<i>Explains requirements of the body for optimal performance in movement context</i>	HM-11-03 <i>Analyses the systems of the body in relation to movement</i>

Recommendation: ACHPER NSW suggests adjusting the verbs in the PASS outcomes to more appropriately scaffold the knowledge and skills development required for success within stage 6 HMS. See below for examples.

Current outcome	Suggested outcome
Applies and refines movement skills and strategies that enhance performance and safety in physical activity and sport.	Justifies movement skills and strategies that enhance performance and safety in physical activity and sport.
Explains the benefits of participation and performance in physical activity and sport.	Justifies the benefits of participation and performance in physical activity and sport.

Content:

Concern: Lack of interpersonal skills evident within content

The removal of messaging around the “Skills that enhance learning in Physical Activity and Sports Studies” requires clear and explicit messaging about these skills elsewhere within the syllabus, especially with the inclusion of interpersonal skills in the outcomes. For example, in the core unit Optimising Performance, the outcome “applies interpersonal and planning skills that support personal and group objectives in a range of situations” is listed. However, there is minimal (if any) reference to interpersonal skills embedded within the content. This is a common theme throughout the proposed PASS syllabus.

Recommendation: ACHPER NSW suggests more explicit reference to the interpersonal skills used to achieve the intended learning goal be embedded within the content. See below for recommendations in the first two cores. Please note that this is not extensive, just a sample of what it could look like.

Current content point	Suggested content point
Design, implement and reflect on strategies and tactics that enhance defence, attack and deception. (Fundamentals of movement).	Work collaboratively to design , implement and reflect on strategies and tactics that enhance defence, attack and deception.
Provide constructive feedback on movement skills, concepts, strategies and tactics. (Fundamentals of movement).	Utilise effective communication methods to provide constructive feedback on movement skills, concepts, strategies and tactics.
Provide and apply feedback on biomechanics in practice to enhance movement efficiency and safety.(Optimising performance).	Select and demonstrate appropriate communication methods to provide feedback on biomechanics in practice to enhance movement efficiency and safety.
Demonstrate how to absorb force in a range of sporting contexts. (Optimising performance).	Apply problem-solving skills to demonstrate how force can be absorbed in a range of sporting contexts.

Concern: the inclusion of fundamental movement skills

The inclusion of fundamental movement skills in a stage 5, elective course seems regressive in knowledge and skill extension. The focus for PASS students in this course should be on development of specialised movement skills or the development of skill to coach beginning players in the development of FMS. There also seems to be small evolution of content focussing on this area from stage 3 PDHPE to stage 5 PASS. See below for example:

Stage 3 PDHPE	Stage 4 PDHPE	Stage 5 PASS
Refine fundamental movement combinations with control and precision in games, sport and physical activities.	Practice and refine fundamental and specialised movement skills in predictable and dynamic situations.	<ul style="list-style-type: none"> Participate in a range of physical activities and sports to practise and enhance fundamental movement skills Participate in emerging forms of physical activity and sport, applying fundamental and specialised movement skills

Recommendation: ACHPER NSW recommends the removal of fundamental movement skills in the PASS syllabus. Below is a range of suggested modifications. For example, the following content points for Fundamental of Movement (core) should be revised to read:

Current content point	Suggested content point
Participate in a range of physical activities and sports to practise and enhance fundamental movement skills.	Participate in a range of physical activities and sports to practise and enhance specialised movement skills.
Investigate how proficiency in fundamental movement skill execution can influence participation and success in a range of physical activities and sports.	Investigate how proficiency in specialised movement skill execution can influence participation and success in a range of physical activities and sports.
Participate in emerging forms of physical activity and sport, applying fundamental and specialised movement skills.	Participate in emerging forms of physical activity and sport, applying specialised movement skills.

Concern: some content points lack educative purpose

At times, there lacks explicit direction regarding the aim or outcomes expected from specific content points. This leads to a perception of “busy” content whereby students are moving, or engaging in an activity but without a clear and expected end point to work towards.

Content point	ACHPER NSW commentary
Recognise the stages of skill acquisition in a variety of physical activities and sports.	Why? What will they be doing once they identify the stage?
Participate in a variety of practice methods used to develop movement skills.	Why? What is the point of the participation here? What is the end goal?
Distinguish between a strategy and a tactic.	Why? Where is the application of knowledge?

Recommendation: enhance the clarity of the expected outcome from the content being taught. Additional information/context needs to be included throughout to ensure information is not being taught as isolated facts, but rather as information to be applied to a range of varied contexts. See suggestions below.

Content point	Suggested content point
Recognise the stages of skill acquisition in a variety of physical activities and sports.	Recognise the stages of skill acquisition in a variety of physical activities and sports to identify reasons for performance errors and offer solutions for improvement.
Participate in a variety of practice methods used to develop movement skills.	Participate in and investigate a variety of practice methods to evaluate which are most effective in developing different movement skills.
Distinguish between a strategy and a tactic.	Justify the application of strategies and tactics for improved movement outcomes.

Concern: similarity of content across stage 5 PDHPE and PASS

There is little discernment between some stage 5 PDHPE content and PASS content. How will teachers differentiate between the two and extend student understanding rather than doubling up on the same concepts. Examples below.

Stage 5 PDHPE	PASS
Health and wellbeing through physical activity	Fundamentals of movement
Design and implement specific warm-up and cool-down activities.	Explain the purpose of and demonstrate a warm-up and cool-down relevant to specific forms of physical activity and sport.
Examine and apply policies and procedures for ensuring safe practices when participating in a range of physical activities, including the use of safety equipment and adherence to rules that promote safe participation.	Describe factors that influence safe participation including skill complexity, environment, fitness level, prior experience and ability.
	Optimising performance
Participate in and evaluate a range of physical activities and exercises that are designed to improve specific components of fitness.	Participate in fitness based activities that are designed to improve specific components of fitness.
Movement skills and strategies	
Investigate and practise how to manipulate the force, speed, accuracy and trajectory of an object using equipment in sporting movements.	<ul style="list-style-type: none"> • Demonstrate how to apply force in a range of movement contexts, including when using sport-specific equipment. • Demonstrate how to absorb force in a range of sporting contexts.
Safe, active and healthy lifestyle choices	Leisure and recreation
Connect in and with outdoor natural environments through movement experience and explain the interrelationship between the health, safety and wellbeing of people and their environments.	Examine a range of outdoor recreational activities and discuss the benefits to the individual and the community.
Movement skills and strategies	Science of movement
Describe the role of the muscular and skeletal systems.	Describe the structure and function of the muscular and skeletal systems in relation to physical activity.

Recognise the relationship between skeletal muscles and bones and how they work together to produce movement.	Describe how major muscles and bone work together to contribute to efficient movement.
Health and wellbeing through physical activity	Sports management
Examine and apply policies and procedures for ensuring safe practices when participating in a range of physical activities, including the use of safety equipment and adherence to rules that promote safe participation.	Assess factors that increase risk in physical activity and sporting contexts and propose strategies to reduce these risks.

Recommendation: ACHPER NSW suggests reducing the amount of double up content and ensuring the focus in PASS is an extension of what students will have learnt in stage 5 PDHPE.

Concern: similarity of content across PASS and Stage 6 HMS

There is similar content cross over between content in both syllabi. This lends to teachers teaching HMS style content in PASS, rather than a focus on the application of knowledge to embed and strengthen knowledge and understanding. See below for examples.

PASS	Year 11 HMS
Optimising performance	The body and mind in motion
Apply centre of gravity, base of support and line of gravity in movement contexts to demonstrate how balance and stability can be improved	Outline the interrelationship between biomechanical principles and the muscles, bones and joints of the body for safe movement. Including: <ul style="list-style-type: none"> • How biomechanical principles are applied to human movement, including motion, balance and stability, fluid mechanics and force
Science of movement	
Describe the structure and function of the muscular and skeletal systems in relation to physical activity.	Explain the interrelationship between the skeletal and muscular systems in movement
Issues in sport	Year 12 HMS (Training for improved performance)
Identify and discuss a range of applications of technology in physical activity and sport	Examine the role technology can play to improve performance. Including: <ul style="list-style-type: none"> • Training innovations • Equipment advances • Recording and monitoring training and performance

Recommendation: ACHPER NSW suggests making a clear distinction between the principles being addressed with less reliance on the verb the distinguish between the change in complexity from PASS to HMS.

Concern: underrepresentation of physical activity in an outdoor setting

Outdoor education is currently embedded solely within the optional “Leisure and Recreation” unit. As a result, not all students have access to the benefits of outdoor learning, depending on the options chosen by their school.

Recommendation: ACHPER NSW suggests that, given the demonstrated benefits of outdoor education for physical, social, emotional, and cognitive development, outdoor learning experiences should be incorporated as core elements across multiple focus areas—especially within the “Fundamentals of Movement” and “Physical Activity and Sport in Society” components. This would ensure all students benefit from outdoor education experiences, regardless of the options chosen by their school.

While the syllabus acknowledges the mental health benefits of physical activity, it could more explicitly highlight the evidence-based wellbeing outcomes associated with nature-based activities. Activities such as bushwalking, orienteering, and on-Country experiences promote mindfulness, resilience, and social cohesion—essential attributes for adolescent development—and should be more clearly integrated into the syllabus.