

**Teacher(s):** Trevor Horrell

**Faculty:** Mathematics

**Unit Duration:** Semester 2, 2026

The Australian Curriculum Achievement Standards in While Fantasy Sports is not currently listed as a subject in the Australian Curriculum, this subject aligns closely with the Australian Curriculum Achievement Standards for Mathematics.

The Fantasy Sports elective is designed to engage students in a real-world, interest-driven learning experience that develops key numeracy, literacy, and critical thinking skills. Through participation in fantasy leagues, students will apply mathematical concepts such as statistics, probability, ratios, averages, and data interpretation in a meaningful context. They will also enhance their decision-making, problem-solving, and teamwork abilities while learning to manage budgets, analyse performance trends, and make evidence-based predictions.

**Australian Curriculum Achievement Standard:** While Fantasy Sports is not currently listed as a subject in the Australian Curriculum, this subject aligns closely with the Australian Curriculum Achievement Standards for Mathematics.

They compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers. Students explain how sampling techniques and representation can be used to support or question conclusions or to promote a point of view. They determine sets of outcomes for compound events and represent these in various ways. Students assign probabilities to the outcomes of compound events. They design and conduct experiments or simulations for combined events using digital tools.

**Unit Description:** *Fantasy Sports & Strategy is an elective where students learn about the world of sports through data analysis, strategic thinking, and digital technologies. Students participate in simulated fantasy sports leagues (e.g. AFL, NRL, NBA, Soccer, Cricket etc), selecting and managing teams based on real-world player performance. The course builds skills in mathematics, statistics, media literacy, financial management, ethical decision-making, and teamwork.*

**Essential Learning Outcomes developed from the Achievement Standards of the Australian Curriculum:**

1. **V9.M.9.05**  
*Uses mathematical modelling to solve problems involving change in financial and other applied contexts, choosing to use linear and quadratic functions*
2. **V9.M.9.16**  
*Compares and analyses the distributions of multiple numerical data sets, chooses representations, describes features of these data sets using summary statistics and the shape of distributions, and considers the effect of outliers*
3. **V9.M.9.17**  
*Explains how sampling techniques and representation can be used to support or question conclusions or to promote a point of view*
4. **V9.M.10.12**  
*Plans and conducts statistical investigations involving bivariate data*
5. **V9.M.10.14**  
*Analyses inferences and conclusions in the media, noting potential sources of bias*
6. **V9.E.10.02**  
*Discusses ideas and makes substantiated connections*

**Materials and Equipment Required:** Students are expected to arrive at every class with a class book/folder to write notes for that subject, a writing instrument and a Chromebook or similar, appropriate electronic device. Students may also be required to provide the following additional materials and equipment: *Scientific Calculator*

**Absences from Class:** Students who miss classes due to absence or excursions must negotiate with the class teacher to catch up missed work.

**Use of IT in Class:** A Google Classroom has been set up for this class. Students will be required to log into this Google Classroom regularly to access course material. Students must bring a personal device (not a smartphone) to all lessons, however, the use of these devices in class will be at the discretion of the teacher.

**Homework:** All students will be given multiple opportunities to demonstrate a proficiency level of 3 or above across all Essential Learnings during class time. Students may use time at home to complete additional enrichment and extension activities that demonstrate a proficiency above level 3, or to catch up on missed or unfinished classwork.

**Late Work:** Extensions may be negotiated with individual teachers before the due date.

**Plagiarism:** Plagiarism is copying or using another's work and claiming it as your own. This includes copying, cutting, and pasting text or using ideas directly from a text, the internet, or some other source without appropriate referencing. The use of Generative AI to produce your work or edit it so that it no longer reflects your work, is a form of plagiarism. If this happens, work may not be graded, and students will be asked to discuss the assessment with the classroom teacher and Executive Teacher for that subject. If a teacher suspects a student may have plagiarised their work they may choose to assess the student in an alternative way, such as verbally or under test conditions. Parents may be contacted as part of this process.

**Assessment Portfolio:** This contains evidence of work from the opportunities the students have been provided to demonstrate elements of the achievement standard.

**Portfolio Assessment Tasks for this subject will include:**

**Week / Date Due**

**Essential Learning**

1. Team Selection Research Task
2. Class Investigations (Most Valuable Player and Mystery Player Tasks)
3. Fantasy Team Management
4. Discussions

**Week 4**  
**Ongoing**  
**Ongoing**  
**Ongoing**

**1,5**  
**2.3**  
**4**  
**5,6**

**A-E Reporting Grade Descriptors** These are the grades and grade descriptors for reporting at the end of each Semester.

|          |                                                                                                                                                                |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A</b> | Demonstrating <b>excellent</b> achievement of what is expected (Consistently achieving a proficiency level of 4 or above in each of the Essential Learnings)   |
| <b>B</b> | Demonstrating a <b>high</b> achievement of what is expected (Consistently achieving a proficiency level of between 3 and 4 in each of the Essential Learnings) |
| <b>C</b> | Demonstrating <b>satisfactory</b> achievement of what is expected (Achieving a proficiency level of 3 across the Essential Learnings)                          |
| <b>D</b> | Demonstrating <b>partial</b> achievement of what is expected (Achieving a proficiency of between 1 and 3 across the Essential Learnings)                       |
| <b>E</b> | Demonstrating <b>limited</b> achievement of what is expected (Achieving a proficiency of 1 or less in each of the Essential Learnings)                         |

**S** **Status** is awarded where unavoidable circumstances have prevented assessment. Must be negotiated with the principal.

**Grade Descriptors and the "C" grade.**

In ACT public schools the Australian Curriculum Achievement Standard is aligned with a 'C' grade. The 'C' grade indicates that your child has demonstrated a satisfactory level of knowledge, understanding and skill in relation to the Achievement Standard.

**Appeals**

*A student must initiate an appeal for any grade with their subject teacher. If a student is dissatisfied with that initial process, they must pursue further appeal through the Faculty Executive Teacher for that subject.*

**Executive Teacher**

Colin MontgomeryClick here to enter text.

01/07/2026