

# **Health, Outdoor and Physical Education**

*Health, Outdoor and Physical  
Education*

**Course**

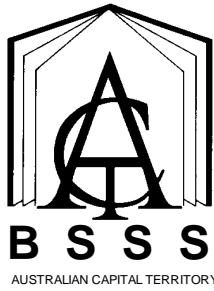
**Framework**

**2011 Edition**

**For VET courses ONLY**

**accredited from 2012**





# HEALTH, OUTDOOR AND PHYSICAL EDUCATION

## COURSE FRAMEWORK

### INTRODUCTION

All programs of study for the ACT Year 12 Certificate should enable students to become:

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managing learners
- collaborative team members

and provide students with:

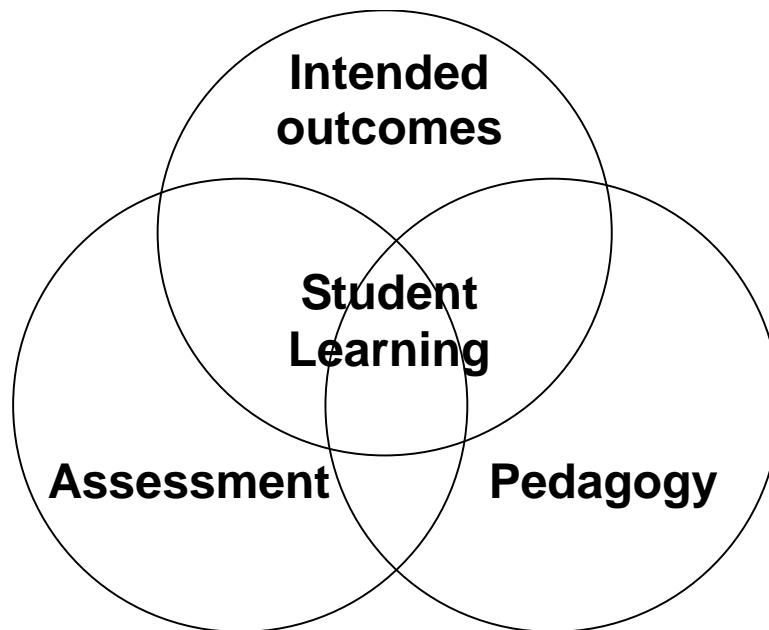
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society.

*Examples of these student capabilities are provided at **Appendix A**.*

### 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**

1. Learning builds on existing knowledge, understandings and skills.  
*(Prior knowledge)*
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.  
*(Deep knowledge and connectedness)*
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.  
*(Metacognition)*
4. Learners' sense of self and motivation to learn affects learning.  
*(Self-concept)*
5. Learning needs to take place in a context of high expectations.  
*(High expectations)*
6. Learners learn in different ways and at different rates.  
*(Individual differences)*
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.  
*(Socio-cultural effects)*
8. Learning is a social and collaborative function as well as an individual one.  
*(Collaborative learning)*
9. 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)*

## **THE HEALTH, OUTDOOR AND PHYSICAL EDUCATION FRAMEWORK**

A, T, V, C and M courses may be developed under this framework. Courses should provide for a diverse range of students with the opportunity to study Health, Outdoor and Physical Education relevant to their lives and futures.

Eligibility to study an M course is determined by BSSS Modified course policy. Modified courses/units are designed for students:

- who satisfy the Education and Training Directorate Disability Criteria accepted as a common definition for census and other system processes by all sectors, public and non-government,
- where the principal has deemed exceptional circumstances due to the students' significant needs and previous levels of support.

Provisions for students with special needs are outlined in the BSSS *Equitable Assessment and Special Consideration in Assessment in Years 11 and 12* guidelines.

### **RATIONALE**

Health, Outdoor and Physical Education is an integrated area of study that actively engages students holistically in intellectual, social, emotional and physical development and learning in, about and through physical, recreational and sporting activities.

Courses developed under the Health, Outdoor and Physical Education Course Framework will enable students to:

- develop knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives
- develop physical skills which promote cognitive and academic performance e.g. functioning of the brain, learning memory, concentration and mood
- plan activities independently and collaboratively
- communicate ideas
- develop self awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical well-being.<sup>1</sup>

This framework is relevant to all students with a wide range of interests and aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. It also provides valuable knowledge and skills for participation in contemporary society.

This framework reflects the multidimensional nature of Health, Outdoor and Physical Education in the context of a diverse and rapidly changing world characterised by globalisation, increasing complex environmental, social and economic pressures, and continuing advances in technologies.

Through courses developed under this framework, students develop literacy and numeracy skills. Students engage in written, oral and kinaesthetically structured learning experiences. They develop insights into the science underpinning sports performance and movement, value aesthetic, moral, ethical, social and health outcomes of the affective domain through participation in a wide range of activities

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<sup>1</sup> *Melbourne Declaration on Educational Goals for Young Australians*, December 2008

and experience opportunities to develop, practice and apply appropriate skills and knowledge in varied and challenging environment.

When students undertake practical activities in Health, Outdoor and Physical Education they gain knowledge through experiential learning. The general objectives of acquiring, applying, synthesising, evaluating and appreciating reflect the notion that skills and knowledge, once acquired, can be applied to a range of physical activity context. In addition, they access and use information by developing research skills that help them critically analyse contemporary issues.

The study of Health, Outdoor and Physical Education supports students as they develop into young adults, encouraging enhancement of personal wellbeing, lifelong physical activity and the capacity to develop themselves as a lifelong learner and make a positive contribution to society.

### **LITERACY IN HEALTH, OUTDOOR AND PHYSICAL EDUCATION**

Students have opportunities to develop and refine the following literacy skills when studying Health, Outdoor and Physical Education, through:

- understanding, analysing, and critically responding to texts in a variety of contexts
- producing appropriate written, oral, visual, and multimedia communications
- creating specialised language and texts to communicate a range of views on health and physical activity issues
- composing a variety of texts, such as arguments, reports, explanations and discussions
- accessing, interpreting, synthesising and evaluating texts, such as policy documents, research documents, media articles, and videos
- communicating with other members of a group to explore and initiate a health-promoting activities
- constructing survey questions, self reflections, blogs, logs and journals

### **NUMERACY IN HEALTH, OUTDOOR AND PHYSICAL EDUCATION**

Students have opportunities to develop and refine the following numeracy skills when studying Health, Outdoor and Physical Education, through:

- accessing, understanding, critically analysing, and using numerical data
- understanding and explaining trends from given numerical or statistical data
- critically analysing ways in which numerical data are used to present Health, Outdoor and Physical Education issues
- investigating a variety of different issues using primary sources and quantitative survey methods
- testing hypotheses through fieldwork and data generation and analysis.<sup>2</sup>

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<sup>2</sup> The developers acknowledge the SACE Information Technology curriculum document in the development of literacy and numeracy skills.

## GOALS

Course Framework Goals focus on the essential skills and knowledge that students should know and be able to do as a result of studying a course in this subject area. They are the **intended student outcomes**. All courses based on this Course Framework should enable students to demonstrate:

- knowledge, understanding and application skills through the study, observation of, and engagement in, health, outdoor and physical education
- critical thinking, research and analytical skills
- an ability to communicate effectively in a variety of contexts using a wide variety of methods, including technology
- an appreciation, enjoyment and enthusiasm for challenges and involvement in physical activity
- the ability to take action to improve participation and performance in physical activity and the maintenance of a healthy lifestyle using metacognitive skills
- and perform physical skills with initiative, fluency, fluidity, control, accuracy, timing and precision, whilst using a safe approach
- effective personal, interpersonal and leadership skills to work independently or as part of a team.

### Outdoor Education specific

- an understanding and appreciation of the natural environment, their place in it and how people interact with it.

## GUIDE TO THE SELECTION OF CONTENT

Courses developed under this framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T, V, C or M, including vocational programs) all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the framework.

## **ESSENTIAL CONCEPTS AND SKILLS**

All courses developed under this Framework will be based on the essential concepts and skills of the subject area, as outlined below.

### **HEALTH EDUCATION**

#### **Concepts**

- nature and scope of personal, social and community health, physical fitness and lifestyle options
- role of leisure, recreation and societal health issues in the context of our modern technological and global society
- critical perspectives on health literacy and physical activity across the lifespan
- processes of promoting self management to achieve optimal health
- recognising and understanding current social practices that disadvantage individuals and/or groups in accessing quality health education

#### **Skills**

- developing personal and interpersonal relationships which enhance self- esteem, leadership qualities and effective communication skills (written and oral)
- self-management (taking responsibility, evaluating and monitoring own performance), planning and organising (managing time and priorities, decision making and initiative)
- developing a discerning and critical approach to health education issues and appreciate the complexity of health and modern lifestyle issues across the lifespan
- developing a lifelong interest in maintaining good health

### **OUTDOOR EDUCATION**

#### **Concepts**

- relevance and wide ranging nature of outdoor recreation in modern society
- understanding ecological, historical, economic and social factors which have had an impact on and will influence natural environments over time
- ecological processes operating within natural environments that sustain life
- understanding the implications of trends towards sustainable environmental relationships and the human impact on and management of the natural environment
- responsibilities, roles, strategies and approaches in outdoor recreational activities
- safety and risk management in adventure activities

#### **Skills**

- problem solving and analysing practical/theoretical solutions
- communication, decision-making, teamwork and leadership skills
- skills and knowledge which allow students to explore, investigate, protect, conserve and manage the natural environment in a safe and sustainable way
- developing practical outdoor recreational skills

## **PHYSICAL EDUCATION**

### **Concepts**

- appreciation of lifetime participation in and through physical, recreational and sporting activity
- the role, importance and promotion of physical, sporting, and recreational activities in modern society
- developing a critical perspective on physical activity across the lifespan
- experiencing the enjoyment, challenge, self expression and social interaction that is possible through engagement in physical activities

### **Skills**

- developing physical competencies with initiative, fluency, fluidity, control, accuracy, timing and precision, whilst using a safe approach
- leadership, independent and teamwork skills, decision making and problem solving skills, planning and organising skills, collaborative and cooperative skills
- effective communication skills (including physical) and metacognitive skills (thinking and learning in different ways)
- participating with enthusiasm, perseverance and responsibility
- collecting, interpreting, analysing and critically evaluating information with reference to physical, recreational and sporting activities
- developing the ability to select and use information in order to evaluate and enhance learning in, about and through physical activities

## **SPORTS SCIENCES (Human Movement, Sports Studies and Sport Science)**

### **Concepts**

- understanding the social, environmental, cultural, biological, psychological and physiological factors that influence participation in physical activity
- knowledge and understanding of human physiology and performance in the development of enhanced sporting achievements
- examining how the body systems work together to produce movement
- examining performance enhancement in terms of training programming and recovery, biomechanics, sports psychology, risk management and ethics
- the role and importance of sports participation, sports performance, administration and the science of coaching
- the role of sporting performance and human athletic endeavour
- the evolution of sport as a result of social, political, environmental and cultural influences, globalisation and the changing nature of the sporting environment

### **Skills**

- developing metacognitive skills and effective communication skills (including physical) with reference to physical, recreational and sporting concepts, principles and issues
- knowing, reviewing, understanding, applying, interpreting, critically thinking, evaluating, synthesising, appraising, justifying, examining
- leadership, independent and teamwork skills, decision making and problem solving skills, planning and organising skills, collaborative and cooperative skills
- developing the ability to select and use information in order to evaluate and enhance learning in, about and through physical activity and sports performance

## **VOCATIONAL COURSES**

Colleges with Registered Training Organisation status (RTO) are eligible to deliver units of competence from Training Packages, or alternatively, they may develop vocational courses, classified as A/V/M or T/V/M based on the Training Packages, and consistent with the goals of this framework.

## **PEDAGOGY**

### **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.

Teaching strategies that are particularly relevant and effective in Health, Outdoor and Physical Education include, but are not limited to:

#### **Review prior learning**

- brainstorming, individual, pair and group work

#### **Introduce new material**

- examining/researching case studies, journal articles and the media, including newspaper articles, in order to investigate and apply theoretical understandings to particular situations

#### **Provide demonstration, guided practice and application**

- guest speakers
- teacher demonstrations, peer tutoring, student presentations, student as teacher approaches
- encouraging the forming and expression of ideas and opinions through questioning, short discussions, stories and talks

#### **Promote independent practice and application**

- excursions and field work
- establishing links, partnerships, networks and/or exchanges with relevant individuals, groups, community or tertiary institutions
- practising and reinforcement of learning by way of revision, worksheets, tests and practical activities

#### **Link to next task or skills**

- designing surveys or questionnaires

For Modified courses, teaching strategies should be underpinned by the principles of the Disability Discrimination Act and reflect contemporary pedagogical practices in meeting the needs of students with specific learning deficits or disabilities.

## ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

**Assessment Tasks** in T courses require students to utilise the higher order thinking skills that are the basis of the ACT Scaling Test.

**Assessment Task Types** (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

**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 colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Rubrics** are used to develop criteria for a task type and a continuum that indicates levels of student achievement against each criterion. (*Appendix B*)

### General Assessment Criteria (A, T, V and M)

Students will be assessed on the degree to which they demonstrate:

- knowledge, understanding and application
- analysis and evaluation
- communication skills
- performance skills

## ASSESSMENT GUIDE TO TASK TYPES

### (A, T, V AND M COURSES)

#### Board Recommendations

The Board recommends 3 - 5 assessment tasks per standard unit (1.0) and 2 - 3 per half standard unit (0.5).

Assessment is to be differentiated for A, T, V and M courses. Assessment tasks in all courses need to be appropriate to the classification and cater for the needs of students. Creative, open-ended and rich learning tasks are recommended.

Assessment in **A** courses should typically reflect the following:

<b>Theoretical</b>	Tasks allow students to apply their understanding through identifying, explaining, describing, exploring, examining, recommending and justifying.
<b>Practical</b>	Tasks allow students to demonstrate their physical skills through identifying, describing, exploring, explaining, using, applying and justifying.

Assessment in **T** courses should typically reflect the following:

<b>Theoretical</b>	Tasks allow students to apply their understanding through exploring, examining, analysing, hypothesising and evaluating.
<b>Practical</b>	Tasks allow students to demonstrate their physical skills through using, demonstrating, applying and analysing.

Assessment in **M** courses should typically reflect the following:

<b>Theoretical</b>	Tasks allow students to demonstrate their understanding through recalling, classifying, outlining, identifying, describing, demonstrating, recounting, distinguishing and predicting.
<b>Practical</b>	Tasks allow students to demonstrate their physical skills through using, applying and practising.

#### Approaches to Assessment

- Refer to recognised models of quality pedagogy such as the Quality Teacher model when developing tasks.
- Use of a variety of practical and theoretical tasks that recognise different learning styles and utilise a range of technologies.
- For **M** courses consider:
  - Students' strengths, interests and ability
  - Alternative formats e.g. audio/visual text
  - Scaffolded tasks
  - Changing the conditions of assessment e.g. time, scribes etc
  - Assessment tasks for **M** courses should include appropriate guidance, supervision and scaffolding.

## Assessment Requirements

- It is recommended that each semester a student should complete either an extended task or a presentation. Across A and T courses BOTH an extended response and a presentation must be undertaken.<sup>3</sup>
- A written extended response is compulsory at least once in A and T courses. Suggested word length should be at least 500 – 750 words for A courses and 800 – 1000 words for T courses in Year 11, and 800 – 1000 words for A courses and 1000 – 1200 words for T courses in Year 12.
- When designing assessment tasks it is recommended that all tasks should include:
  - A clear task rationale for students (i.e. detailed task instructions and requirements)
  - Clear assessment marking criteria or rubric and scope for appropriate feedback
  - Referencing requirements (i.e. bibliography, citing conventions and details)
- A presentation is compulsory at least once in A and T courses.
- Practical tasks should be meaningful and relevant to the unit outcomes.
- Multiple Choice questions should reflect the same cognitive demands as the Australian Capital Territory Scaling Test (AST) (T only).

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<sup>3</sup> Extended responses may include theoretical responses such as essays and research projects. Presentations may include practical or theoretical responses such as oral presentations, laboratories or practical tests.

## Assessment Task Types (A Courses)

**To demonstrate knowledge and understanding in A courses, students will:**

**Identify and explain** e.g. techniques, theories, performance, events, point of view, relationships and plans

**Describe and explore** e.g. concepts, issues, theories and principles

**Examine** e.g. advantages and disadvantages

**Recommend** e.g. products, techniques and strategies

**Justify** e.g. points of view with evidence and reasons

**Demonstrate** physical skill development, skill tests, group movement composition, game sense skills, tactics and playing principles

**Identify, explain and apply** e.g. administration, planning and organisational skills

**Describe, explore and use** e.g. problem solving, initiative and decision making skills

**Examine** e.g. videos/DVDs/photos

**Apply and justify** e.g. leadership/management skills

Task Type	Description	Weightings	
		1.0 units	0.5 units
<b>Written Responses</b>	An essay or written extended response <ul style="list-style-type: none"> <li>• 500 - 750 words in Year 11</li> <li>• 800 - 1000 words in Year 12</li> </ul> <b>Suggested tasks:</b> Research essays, assignments or reports Exam/tests Multimedia tasks Reflective diaries/journals/portfolios or logs Independent or group investigations	30% - 70%	30% - 70%
<b>Practical Tasks</b>	<b>Suggested tasks:</b> Practical laboratories, presentations or orals Physical activity tasks Practical tests Campaigns and case studies Debates, seminars and field trips	50% - 70%	50% - 70%

## Assessment Task Types (T Courses)

**To demonstrate knowledge and understanding in T courses, students will:**

Demonstrate physical and technical performance skills, skill tests, group movement composition, game sense skills, tactics and playing principles

*Critically analyse* e.g. videos/DVDs/photos

*Explore and examine* e.g. concepts, issues, theories and principles

*Critically analyse* e.g.

- contrast and compare
- interrelationships or connections
- techniques, theories, performance, events, points of view, relationships and plans

*Hypothesise* e.g. the potential of programs

*Evaluate* e.g.

- strategies, techniques and approaches to sports administration
- compare and contrast data, performance, techniques and strategies

Task Type	Description	Weightings	
		1.0 units	0.5 units
<b>Written Responses</b>	An essay or written extended response <ul style="list-style-type: none"> <li>• 800-1000 words in Year 11</li> <li>• 1000-1200 words in Year 12</li> </ul> Suggested tasks: Research essays, assignments or reports Rationales Exam/tests Multimedia tasks Reflective diaries/journals/portfolios or logs Independent or group investigations	50% - 80%	50% - 80%
<b>Practical Tasks</b>	Suggested tasks: Practical laboratories, presentations or orals Physical activity tasks Practical tests Campaigns and case studies Debates, seminars and field trips	20% - 50%	20% - 50%

## Assessment Task Types (M Courses)

**To demonstrate knowledge and understanding in M courses, students will:**

*Recall, Classify and Outline* e.g. facts, figures, events and plans

*Identify, describe and demonstrate* e.g. skills, ideas, performances, events, points of view, relationships and plans

*State and recount* e.g. ideas and notions

*Distinguish and Predict* e.g. outcomes of games, safety issues

*Demonstrate* physical skill development, group movement composition, game sense skills

*Recall, classify, outline and demonstrate* e.g. practical presentation skills

*Identify, describe and apply* e.g. teamwork, collaborative skills

*Define, select and use* e.g. communication skills

*State, recount and practice* e.g. personal and interpersonal skills

Task Type	Description	Weightings	
		1.0 units	0.5 units
<b>Written Responses</b>	<p><b>Suggested tasks:</b></p> <p>Research essays, assignments or reports</p> <p>Exam/tests</p> <p>Multimedia tasks</p> <p>Reflective diaries/journals/portfolios or logs</p> <p>Independent or group investigations</p>	10% - 90%	10% - 90%
<b>Practical Tasks</b>	<p><b>Suggested tasks:</b></p> <p>Practical laboratories, presentations or orals</p> <p>Physical activity tasks</p> <p>Practical tests</p> <p>Campaigns and case studies</p> <p>Debates, seminars and field trips</p>	10% - 90%	10% - 90%

## **ACHIEVEMENT STANDARDS**

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A-E basis and represent standards of achievement.

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.

The following descriptors are consistent with the **system grade descriptors**, which describe generic standards of student achievement across all courses.

### Unit Grade Descriptors for A Courses

	<i>A student who achieves the grade A typically</i>	<i>A student who achieves the grade B typically</i>	<i>A student who achieves the grade C typically</i>	<i>A student who achieves the grade D typically</i>	<i>A student who achieves the grade E typically</i>
<b>Knowledge, Understanding &amp; Application</b>	<ul style="list-style-type: none"> <li>demonstrates a comprehensive understanding and application of theory, concepts, terminology, rules and strategies</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a broad understanding and application of theory, concepts, terminology, rules and strategies</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a sound understanding and application of theory, concepts, terminology, rules and strategies</li> </ul>	<ul style="list-style-type: none"> <li>understands, applies and recognises basic theory, concepts, terminology, rules and strategies with guidance</li> </ul>	<ul style="list-style-type: none"> <li>understands and recognises limited basic theory, concepts, terminology, rules and strategies with assistance</li> </ul>
<b>Analysis And Evaluation</b>	<ul style="list-style-type: none"> <li>demonstrates critical analysis and reflects thoughtfully on experiences</li> <li>consistently analyses, selects and implements appropriate tactics during games and drills</li> </ul>	<ul style="list-style-type: none"> <li>thinks critically and reflects on experiences</li> <li>regularly selects and implements appropriate tactics during games and drills</li> </ul>	<ul style="list-style-type: none"> <li>reflects on experiences</li> <li>usually selects and implements appropriate tactics during games and drills</li> </ul>	<ul style="list-style-type: none"> <li>is developing reflection skills</li> <li>occasionally selects and implements appropriate tactics during games and drills</li> </ul>	<ul style="list-style-type: none"> <li>rarely demonstrates reflection skills</li> <li>rarely selects and implements appropriate tactics during games and drills</li> </ul>
<b>Effective Communication</b>	<ul style="list-style-type: none"> <li>uses a wide variety of communications forms appropriate to the material and audience demonstrating an excellent grasp of key concepts and terminology</li> <li>communicates effectively accepting and appreciating the attitudes of others in a broad range of situations</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of communications forms appropriate to the material and audience demonstrating a good grasp of key concepts and terminology</li> <li>communicates effectively with others accepting and appreciating their values and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>uses some communication forms appropriate to the material and audience demonstrating a sound grasp of key concepts and terminology</li> <li>communicates clearly with others in a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>communicates a basic grasp of key concepts and terminology in concrete terms</li> <li>communicates with others in a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>communicates simple concepts and terminology with assistance</li> <li>is developing communication skills</li> </ul>
<b>Performance Skills</b>	<ul style="list-style-type: none"> <li>demonstrates a broad range of highly developed motor skills on a continual basis during individual or team activities</li> <li>consistently responds to corrective feedback</li> <li>demonstrates excellent ability to plan and organise</li> <li>consistently works with initiative and independence to develop and practise relevant skills</li> <li>consistently participates enthusiastically in a wide range of activities</li> <li>demonstrates an excellent understanding of safety issues, procedures and uses equipment safely</li> <li>responds openly to challenges and deals thoughtfully with risks involved</li> <li>is an enthusiastic and productive member/leader in any team role</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a range of well developed motor skills on a regular basis during individual and team activities</li> <li>regularly responds to corrective feedback</li> <li>demonstrates thorough ability to plan and organise</li> <li>regularly works with enthusiasm and independence to develop and practise relevant skills</li> <li>regularly participates enthusiastically in a wide range of activities</li> <li>demonstrates a good understanding of safety issues, procedures and uses equipment safely</li> <li>response to challenges willingly and understands the risks involved</li> <li>is a productive member of a team who supports and encourages others</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a range of motor skills on a regular basis in controlled situations</li> <li>on most occasions will respond to corrective feedback</li> <li>demonstrates sound ability to plan and organise</li> <li>works with supervision to develop and practise relevant skills</li> <li>participates in a range of activities</li> <li>demonstrates a sound understanding of safety issues and procedures and uses equipment safely</li> <li>responds positively on most occasions to challenges and understands the risks involved</li> <li>contributes to and works with group members to complete set tasks</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some motor skill development on an irregular basis</li> <li>occasionally responds to corrective feedback</li> <li>with assistance demonstrates basic planning and organisational skills</li> <li>works under supervision to practise and develop skills</li> <li>participates with encouragement in activities with direction</li> <li>demonstrates an understanding of safety procedures and generally uses equipment safely</li> <li>responds to challenges as directed and understands the risks involved</li> <li>with supervision undertakes set tasks in group situations</li> </ul>	<ul style="list-style-type: none"> <li>with assistance demonstrates limited motor skill development</li> <li>rarely responds to corrective feedback</li> <li>with direct instruction demonstrates limited planning and organisational skills</li> <li>works under direct supervision to practise skills</li> <li>demonstrates limited participation in activities</li> <li>rarely demonstrates safety procedures and the correct use of equipment</li> <li>responds to challenges with assistance</li> <li>demonstrates limited interaction with others in group situations</li> </ul>

## Unit Grade Descriptors for A Outdoor Education

	<i>A student who achieves the grade A typically</i>	<i>A student who achieves the grade B typically</i>	<i>A student who achieves the grade C typically</i>	<i>A student who achieves the grade D typically</i>	<i>A student who achieves the grade E typically</i>
<b>Knowledge, Understanding And Application</b>	<ul style="list-style-type: none"> <li>understands and applies safety measures, uses appropriate equipment and techniques at all times</li> <li>has an excellent understanding of the theory and concepts involved</li> <li>appreciates the interconnectedness of the natural environment and understands the role and impact of human activity</li> <li>has a positive and responsible attitude towards the care and conservation of the natural environment, applies minimum impact practices at all times</li> </ul>	<ul style="list-style-type: none"> <li>understands and applies safety measures, uses appropriate equipment and techniques</li> <li>has a very good understanding of the theory and concepts involved</li> <li>has a general understanding of the natural environment and human impact on it</li> <li>demonstrates a positive attitude to the care and conservation of the environment, applies minimum impact practices during outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>applies safety measures, uses appropriate equipment and techniques</li> <li>has a good understanding of the theory and concepts involved</li> <li>has a positive attitude towards the care and conservation of the natural environment</li> <li>applies minimum impact practices during outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>applies safety measures, uses appropriate equipment and techniques with direction</li> <li>has an understanding of the theory and concepts involved</li> <li>is acquiring a positive attitude towards the care and conservation of the natural environment</li> <li>applies minimum impact practices with direction during outdoor activities</li> </ul>	<ul style="list-style-type: none"> <li>is aware of safety measures, uses equipment and techniques with assistance</li> <li>has a basic understanding of the theory and concepts involved</li> <li>applies minimum impact practices with supervision during outdoor activities</li> </ul>
<b>Analysis &amp; Evaluation</b>	<ul style="list-style-type: none"> <li>demonstrates critical analysis and reflects thoughtfully on experiences</li> </ul>	<ul style="list-style-type: none"> <li>thinks critically and reflects on experiences</li> </ul>	<ul style="list-style-type: none"> <li>reflects on experiences</li> </ul>	<ul style="list-style-type: none"> <li>is developing reflection skills</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal reflection skills</li> </ul>
<b>Effective Communication</b>	<ul style="list-style-type: none"> <li>communicates effectively accepting and appreciating the values and attitudes of others in a broad range of situations</li> <li>communicates effectively using a variety of modes demonstrating an excellent grasp of key concepts and terminology</li> </ul>	<ul style="list-style-type: none"> <li>communicates effectively with others accepting and appreciating their values and attitudes</li> <li>communicates effectively using a variety of modes demonstrating a very good grasp of key concepts and terminology</li> </ul>	<ul style="list-style-type: none"> <li>communicates clearly with others in a range of situations</li> <li>communicates effectively demonstrating a sound grasp of key concepts and terminology</li> </ul>	<ul style="list-style-type: none"> <li>communicates with others in a range of situations</li> <li>demonstrates basic communication skills and a limited understanding of key concepts and terminology</li> </ul>	<ul style="list-style-type: none"> <li>is developing communication skills</li> <li>communicates with assistance</li> </ul>
<b>Performance Skills</b>	<ul style="list-style-type: none"> <li>independently prepares for and participates in a range of outdoor activities</li> <li>responds openly to challenges and deals thoughtfully with risks involved</li> <li>plans and organises outdoor experiences taking into account all factors and alternative options</li> <li>consciously develops specific cognitive and physical skills</li> <li>works very effectively with others and demonstrates a high level of teamwork and leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>prepares for and participates in a range of outdoor activities</li> <li>responds to challenges willingly and understands the risks involved</li> <li>plans and organises outdoor experiences with others considering relevant factors</li> <li>is progressively developing cognitive and physical skills</li> <li>works effectively with others and demonstrates a good teamwork and leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>prepares for and participates in a range of outdoor activities</li> <li>responds positively to challenges and understands the risks involved</li> <li>assists in the planning and organising of outdoor activities</li> <li>is developing physical and cognitive skills</li> <li>works with others and demonstrates teamwork and leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>is acquiring the organisational skills necessary to prepare for and participate in a range of outdoor activities</li> <li>responds to challenges as directed and understands the risks involved</li> <li>develops cognitive and physical skills as required</li> <li>works with others and is developing teamwork and leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>with supervision, prepares for and participates in a range of outdoor activities</li> <li>responds to challenges with assistance</li> <li>is acquiring cognitive and physical skills with assistance</li> <li>with assistance works with others</li> </ul>

## Unit Grade Descriptors for T Courses

	<i>A student who achieves the grade <b>A</b> typically</i>	<i>A student who achieves the grade <b>B</b> typically</i>	<i>A student who achieves the grade <b>C</b> typically</i>	<i>A student who achieves the grade <b>D</b> typically</i>	<i>A student who achieves the grade <b>E</b> typically</i>
<b>Knowledge, Understanding &amp; Application</b>	<ul style="list-style-type: none"> <li>demonstrates a comprehensive knowledge of a wide range of complex terms, concepts and interrelationships that shape decision making</li> <li>applies knowledge, concepts and skills to a wide range of complex, familiar and unfamiliar situations and is highly perceptive and skilful in identifying relevant information and issues</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a competent knowledge of a range of complex terms, concepts and interrelationships that shape decision making</li> <li>applies knowledge, concepts and skills to a range of complex, familiar and some unfamiliar situations and is perceptive and skilful in identifying relevant information and issues</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an essential knowledge of most terms, concepts and interrelationships that shape decision making</li> <li>applies knowledge, concepts and skills to familiar situations and can identify relevant information and issues</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a limited knowledge of terms and concepts that shape decision making</li> <li>applies knowledge, concepts and skills to familiar situations with guidance</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates very limited knowledge of terms and concepts</li> <li>applies knowledge, concepts and skills with specific instruction</li> </ul>
<b>Analysis And Evaluation</b>	<ul style="list-style-type: none"> <li>analyses and evaluates facts, theories and opinions and draws appropriate and insightful conclusions</li> <li>demonstrates precise use of terminology and constructs a sophisticated and logical argument</li> <li>demonstrates initiative, makes informed choices, and has an acute awareness of bias and perspective</li> <li>shows a confident, accurate and sophisticated grasp of information drawn from a wide variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>analyses and evaluates facts, theories and opinions and draws appropriate conclusions</li> <li>demonstrates a competent use of terminology and constructs a logical argument</li> <li>demonstrates initiative, makes informed decisions and has an awareness of bias and perspective</li> <li>shows an accurate grasp of information drawn from a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>analyses facts, theories and opinions and draws some conclusions</li> <li>demonstrates use of terminology and attempts to construct a logical argument</li> <li>demonstrates informed choices</li> <li>has an accurate grasp of information drawn from a few sources</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited distinction between facts and theories and draws some conclusions</li> <li>demonstrates limited use of terminology and attempts to construct a logical argument</li> <li>responds to obvious features or differences in sources</li> <li>produces limited summaries or descriptions from sources</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates very limited distinction between facts and theories</li> <li>demonstrates very limited use of terminology</li> <li>responds to obvious sources on occasion</li> </ul>
<b>Effective Communication</b>	<ul style="list-style-type: none"> <li>presents information from a wide variety of well referenced sources</li> <li>uses a variety of communication forms appropriate to the material and audience, with sophisticated structure and clarity</li> </ul>	<ul style="list-style-type: none"> <li>presents information from a variety of referenced sources</li> <li>uses a variety of communication forms appropriate to the material and audience, with appropriate structure and clarity</li> </ul>	<ul style="list-style-type: none"> <li>presents information from a few referenced sources</li> <li>uses appropriate communication to the task, with sound structure and clarity</li> </ul>	<ul style="list-style-type: none"> <li>with direction, presents information from sources</li> <li>communicates using basic structures</li> </ul>	<ul style="list-style-type: none"> <li>with assistance, locates information</li> <li>is developing communication skills</li> </ul>
<b>Performance Skills</b>	<ul style="list-style-type: none"> <li>plans, organises and/or performs investigations with skill, initiative, perspective and leadership, independently or in a group environment</li> <li>plans, organises and/or performs exemplary physical skills with initiative, independently or in a group environment</li> </ul>	<ul style="list-style-type: none"> <li>plans, organises and/or performs investigations in a productive and competent manner independently or in a group environment</li> <li>plans, organises and/or performs accomplished physical skills with initiative, independently or in a group environment</li> </ul>	<ul style="list-style-type: none"> <li>plans, organises and/or performs investigations in a sound manner independently or in a group environment</li> <li>plans, organises and/or performs sound physical skills, independently or in a group environment</li> </ul>	<ul style="list-style-type: none"> <li>works in a productive manner on guided tasks with assistance</li> <li>is developing physical skills independently or in a group environment</li> </ul>	<ul style="list-style-type: none"> <li>can work on guided tasks with support</li> <li>with assistance, performs physical skills</li> </ul>

**T Course note:** The Assessment Criteria, **Performance Skills** must allow students to demonstrate a graded level of performance and/or the application of theoretical knowledge and understanding.

### Unit Grade Descriptors for T Outdoor Education

	<i>A student who achieves the grade A typically</i>	<i>A student who achieves the grade B typically</i>	<i>A student who achieves the grade C typically</i>	<i>A student who achieves the grade D typically</i>	<i>A student who achieves the grade E typically</i>
<b>Knowledge, Understanding And Application</b>	<ul style="list-style-type: none"> <li>• applies a comprehensive knowledge and thorough understanding of theory and concepts involved, including the nature of the natural environment and the role and the impact and management of human activity</li> <li>• understands and applies appropriate risk management strategies</li> <li>• demonstrates extensive knowledge of the recreation industry, associated policies and procedures and an understanding and appreciation of risks and hazards</li> <li>• consciously develops specific cognitive and physical skills and improves their own performance as a result of their own reflection</li> <li>• demonstrates a positive and responsible attitude towards the care and conservation of the natural environment, applying minimum impact practices at all times</li> </ul>	<ul style="list-style-type: none"> <li>• applies very good knowledge and understanding of theory and concepts involved, including the nature of the natural environment and the role and the impact and management of human activity</li> <li>• understands and applies appropriate risk management strategies in most situations,</li> <li>• demonstrates very good knowledge of the recreation industry, associated policies and procedures and an understanding and appreciation of risks and hazards</li> <li>• progressively develops specific cognitive and physical skills and improves their own performance as a result of their own reflection</li> <li>• demonstrates a positive and responsible attitude towards the care and conservation of the natural environment, applying minimum impact practices</li> </ul>	<ul style="list-style-type: none"> <li>• applies sound knowledge and understanding of theory and concepts involved, including the nature of the natural environment and the role and the impact and management of human activity</li> <li>• understands and applies risk management strategies in most situations</li> <li>• demonstrates sound knowledge of the recreation industry, associated policies and procedures and an understanding and appreciation of risks and hazards</li> <li>• progressively develops specific cognitive and physical skills</li> <li>• demonstrates responsible attitudes towards the care and conservation of the natural environment, applying minimum impact practices</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited knowledge and understanding of theory and concepts involved, including the nature of the natural environment and the role and the impact and management of human activity</li> <li>• demonstrates limited knowledge of the recreation industry, associated policies and procedures and an understanding and appreciation of risks and hazards</li> <li>• applies risk management strategies when directed</li> <li>• develops specific cognitive and physical skills with direction</li> <li>• applies minimum impact practices</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates basic knowledge and understanding of theory and concepts involved</li> <li>• demonstrates basic knowledge of the recreation industry</li> <li>• applies risk management strategies when directed</li> <li>• is acquiring specific cognitive and physical skills in specific areas, with assistance</li> <li>• applies minimum impact practices when directed</li> </ul>
<b>Analysis And Evaluation</b>	<ul style="list-style-type: none"> <li>• analyses, synthesises and evaluates information from a broad range of contexts</li> <li>• perceptively relates outdoor experience to other areas of life</li> <li>• engages in high level discourse on complex concepts and theory</li> </ul>	<ul style="list-style-type: none"> <li>• analyses, synthesises and evaluates information from a range of contexts</li> <li>• relates outdoor experience to other areas of life</li> <li>• engages in discourse on complex concepts and theory</li> </ul>	<ul style="list-style-type: none"> <li>• locates and utilises information from a limited range of contexts</li> <li>• is able to relate outdoor experience to other areas of life</li> <li>• engages in discourse on concepts and theory</li> </ul>	<ul style="list-style-type: none"> <li>• is able to locate information from a limited range of contexts</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• is able to locate information with assistance</li> <li>•</li> <li>•</li> </ul>
<b>Effective Communication</b>	<ul style="list-style-type: none"> <li>• communicates effectively in a broad range of situations</li> <li>• communicates depth and breadth of knowledge using a variety of methods</li> </ul>	<ul style="list-style-type: none"> <li>• communicates effectively in a range of situations</li> <li>• communicates depth and breadth of knowledge using different methods</li> </ul>	<ul style="list-style-type: none"> <li>• communicates effectively</li> <li>• communicates knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• communicates with others in a range of situations</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited communication skills</li> <li>•</li> </ul>

(continued)

<b>Performance Skills</b>	<ul style="list-style-type: none"> <li>independently prepares for and participates in a wide range of outdoor activities and uses appropriate equipment and techniques at all times</li> <li>embraces challenges openly</li> <li>plans and organises outdoor experiences taking into account all factors and alternative options</li> <li>demonstrates high level of teamwork and collaborative skills, is supportive of others, empathetic and sensitive</li> <li>takes on appropriate leadership tasks and roles of responsibility with maturity and gains the trust and cooperation of others</li> <li>exhibits a very high level of initiative, independence, organisation and flexibility</li> <li>confidently performs outdoor recreation skills with appropriate control, fluidity, balance, rhythm and strength</li> <li>adjusts intuitively to changing conditions</li> <li>demonstrates effective decision making</li> <li>maintains a high level of physiological and psychological wellbeing throughout adventure activities</li> </ul>	<ul style="list-style-type: none"> <li>prepares for and participates in a range of outdoor activities and uses appropriate equipment and techniques</li> <li>responds openly to challenges</li> <li>plans and organises outdoor experiences</li> <li>demonstrates good teamwork and collaborative skills, is supportive of others, empathetic and sensitive</li> <li>takes on leadership tasks and roles of responsibility and gains the trust and cooperation of others</li> <li>exhibits a high level of initiative, independence, organisation and flexibility</li> <li>performs outdoor recreation skills with control, fluidity, strength, balance and rhythm</li> <li>adjusts to changing conditions</li> <li>demonstrates effective decision making</li> <li>maintains physiological and psychological wellbeing during adventure activities</li> </ul>	<ul style="list-style-type: none"> <li>prepares for and participates in outdoor activities and uses appropriate equipment and techniques</li> <li>responds willingly to challenges</li> <li>demonstrates teamwork and collaborative skills and is supportive of others</li> <li>takes on leadership tasks and roles of responsibility</li> <li>exhibits initiative, independence, organisation and flexibility</li> <li>performs outdoor recreation skills with some control, fluidity, strength, balance and rhythm</li> <li>is able to adjust to changing conditions</li> <li>demonstrates decision making</li> <li>maintains physiological and psychological wellbeing during the majority of adventure activities</li> </ul>	<ul style="list-style-type: none"> <li>is acquiring the skills necessary to prepare for and participate in outdoor activities using appropriate equipment and techniques with supervision</li> <li>participates actively in group activities</li> <li>is developing leadership skills</li> <li>is developing self-reliance, organisation and flexibility</li> <li>performs outdoor recreation skills with limited control, fluidity, strength, balance and rhythm</li> <li>is involved in decision making processes</li> <li>works on maintenance of physiological and psychological wellbeing during adventure activities</li> </ul>	<ul style="list-style-type: none"> <li>with supervision prepares for and participates in outdoor activities using appropriate equipment and techniques when directed</li> <li>applies minimum impact practices when directed</li> <li>participates in group activities</li> <li>is developing outdoor recreation skills</li> </ul>
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## Unit Grade Descriptors for M Courses

	<i>A student who achieves the grade A typically</i>	<i>A student who achieves the grade B typically</i>	<i>A student who achieves the grade C typically</i>	<i>A student who achieves the grade D typically</i>	<i>A student who achieves the grade E typically</i>
<b>Knowledge, Understanding &amp; Application</b>	<ul style="list-style-type: none"> <li>demonstrates a sound understanding and application of concepts, terminology, rules and strategies</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a basic understanding and application of concepts, terminology, rules and strategies</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some understanding and application of concepts, terminology, rules and strategies</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited application of concepts, terminology, rules and strategies</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal application of concepts, terminology, rules and strategies</li> </ul>
<b>Analysis And Evaluation</b>	<ul style="list-style-type: none"> <li>demonstrates a sound ability to problem solve and reflect on their experiences</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a basic ability to problem solve and reflect on their experiences</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some ability to problem solve and reflect on their experiences</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited ability to problem solve and reflect on their experiences</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal awareness of basic problem solving strategies and their experiences</li> </ul>
<b>Effective Communication</b>	<ul style="list-style-type: none"> <li>demonstrates a sound understanding and awareness of a variety of communication skills</li> <li>communicates effectively accepting and appreciating and attitudes of others in a broad range of situations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a basic awareness and understanding of a variety of communication skills</li> <li>communicates clearly with others accepting and appreciating their values and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some awareness and understanding of a variety of communication skills</li> <li>communicates clearly with others in a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited understanding of communication skills</li> <li>communicates with others in a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal understanding of communication skills</li> <li>demonstrates developing communication skills</li> </ul>
<b>Performance Skills</b>	<ul style="list-style-type: none"> <li>demonstrates sound movement skills when participating in physical activities, team games and sports</li> <li>engages in a wide range of sporting activities as both spectator and participant</li> <li>participates enthusiastically in physical activity individually or as a member of a team</li> <li>demonstrates a sound ability to plan and organise</li> <li>demonstrates a sound understanding of safety issues, procedures and uses equipment safely</li> <li>responds openly to challenges and deals thoughtfully with risks involved</li> <li>undertakes a supportive and productive role as a team member</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates basic movement skills when participating in physical activities, team games and sports</li> <li>engages in a range of sporting activities as both spectator and participant</li> <li>participates positively in physical activity individually or as a member of a team</li> <li>demonstrates a basic ability to plan and organise</li> <li>demonstrates a basic understanding of safety issues, procedures and uses equipment safely</li> <li>responds to challenges willingly and understands the risks involved</li> <li>undertakes a productive and supportive role as a team member</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some movement skills when participating in physical activities, team games and sports</li> <li>engages in sporting activities as both spectator and participant</li> <li>participates positively in most physical activity individually or as a member of a team</li> <li>demonstrates some ability to plan and organise</li> <li>demonstrates some understanding of safety issues, procedures and uses equipment safely</li> <li>responds positively to challenges and understands the risks involved</li> <li>undertakes a supportive role in teams</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited movement skills when participating in physical activities, team games and sports</li> <li>engages in sporting activities as both spectator and participant</li> <li>usually participates enthusiastically in physical activity individually, as a member of a team and as a spectator</li> <li>demonstrates limited ability to plan and organise</li> <li>demonstrates limited understanding of safety issues, procedures and uses equipment safely</li> <li>responds to challenges as directed and understands the risks involved</li> <li>works as a team member</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal movement skills when participating in physical activities, team games and sports</li> <li>engages in minimal sporting activities as both spectator and participant</li> <li>participates in physical activity individually, spectator or as a member of a team</li> <li>demonstrates minimal ability to plan and organise</li> <li>demonstrates a minimal understanding of safety issues, procedures and uses equipment safely</li> <li>responds to challenges</li> <li>demonstrates capacity to work in a team</li> </ul>

## Unit Grade Descriptors for M Outdoor Education

	<i>A student who achieves the grade A typically</i>	<i>A student who achieves the grade B typically</i>	<i>A student who achieves the grade C typically</i>	<i>A student who achieves the grade D typically</i>	<i>A student who achieves the grade E typically</i>
<b>Knowledge, Understanding And Application</b>	<ul style="list-style-type: none"> <li>demonstrates a sound understanding and applies safety measures, uses appropriate equipment and techniques at all times</li> <li>demonstrates a sound understanding of the theory and concepts involved</li> <li>demonstrates a sound understanding of the natural environment and human impact on it</li> <li>demonstrates a sound understanding of issues relating to the care and conservation of the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a basic understanding and applies safety measures, uses appropriate equipment and techniques</li> <li>demonstrates a basic understanding of the theory and concepts involved</li> <li>demonstrates a basic understanding of the natural environment and human impact on it</li> <li>demonstrates a basic understanding of issues relating to the care and conservation of the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some awareness and applies safety measures, uses appropriate equipment and techniques</li> <li>demonstrates some understanding of the theory and concepts involved</li> <li>demonstrates a basic understanding of the natural environment and human impact on it</li> <li>demonstrates some understanding of issues relating to the care and conservation of the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited understanding and applies safety measures, uses appropriate equipment and techniques with direction</li> <li>demonstrates limited understanding of the theory and concepts involved</li> <li>demonstrates limited understanding of the natural environment and human impact on it</li> <li>demonstrates limited understanding of issues relating to the care and conservation of the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a minimal understanding and is aware of safety measures, uses equipment and techniques with assistance</li> <li>demonstrates a minimal understanding of the theory and concepts involved</li> <li>demonstrates a minimal understanding of the natural environment and human impact on it</li> <li>demonstrates minimal understanding of issues relating to the care and conservation of the natural environment</li> </ul>
<b>Analysis And Evaluation</b>	<ul style="list-style-type: none"> <li>demonstrates a sound ability to problem solve and reflect on their experiences</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a basic ability to problem solve and reflect on their experiences</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some ability to problem solve and reflect on their experiences</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited ability to problem solve and reflect on their experiences</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a minimal awareness of basic problem solving strategies and their experiences</li> </ul>
<b>Effective Communication</b>	<ul style="list-style-type: none"> <li>demonstrates sound communication skills using a variety of modes</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates basic communication skills using a variety of modes</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some communication skills using a variety of modes</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited communication skills using a variety of modes</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a minimal communication skills using a variety of modes</li> </ul>
<b>Performance Skills</b>	<ul style="list-style-type: none"> <li>demonstrates sound planning and organisational skills</li> <li>responds openly to challenges and deals thoughtfully with risks involved</li> <li>works very effectively with others and demonstrates sound level of teamwork and leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates sound planning and organisational skills</li> <li>responds to challenges willingly and understands the risks involved</li> <li>works effectively with others and demonstrates basic teamwork and leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some planning and organisational skills</li> <li>responds positively to challenges</li> <li>works effectively with others and demonstrates some teamwork and leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited planning and organisational skills</li> <li>responds to challenges as directed and understands the risks involved</li> <li>works with others</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates minimal planning and organisational skills</li> <li>responds to challenges with assistance</li> <li>with assistance, works with others</li> </ul>

## **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 colleges 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 judgments.

### **Preparation for Structured, Consensus-based Peer Review**

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

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, M and T course/units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

### **The College Course Presentation**

The package of materials (College Course 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 and completed criteria and standards feedback forms. Evidence of all 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.

**Visual evidence for judgements made about practical performances  
(also refer to BSSS Website Guidelines)**

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

Photographic evidence does not have to illustrate the work of the individual students whose folios are included in the verification submission. The photographic evidence only needs to represent the school's judgement of an A, B or C standard of practical performance for that unit in the semester and needs to come from within that scaling group.

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS guidelines at [http://www.bsss.act.edu.au/grade\\_moderation/information\\_for\\_teachers](http://www.bsss.act.edu.au/grade_moderation/information_for_teachers) when preparing photographic evidence.

## **BIBLIOGRAPHY**

Arnold, P 1979, *Meaning in movement, sport and physical education*, Heinemann, London.

Wiggins, G & McTighe, J 1998, *Understanding by Design*, ASCD, USA.

### **Australian Curriculum Documents**

ACT Board of Senior Secondary Studies

Guidelines for the Development and Accreditation of Courses

NSW Board of Studies

Curriculum Documents and Support materials for Personal Development, Health and Physical Education (on line), 2011

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/syllabus2000\\_listp.html#pdhpe](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/syllabus2000_listp.html#pdhpe)

ACT Board of Senior Secondary Studies

Health, Outdoor and Physical Education Framework (on line), 2011

[http://www.bsbs.act.edu.au/\\_data/assets/pdf\\_file/0004/102694/Health\\_Outdoor\\_and\\_Physical\\_Education\\_Fwk\\_final\\_2006\\_v2.pdf](http://www.bsbs.act.edu.au/_data/assets/pdf_file/0004/102694/Health_Outdoor_and_Physical_Education_Fwk_final_2006_v2.pdf)

Curriculum Council of Western Australia

Curriculum Documents and Support materials for Health and PE (on line), 2011

<http://www.curriculum.wa.edu.au/pages/framework/framework06.htm>

Curriculum Council of Western Australia

Health Studies (on line), 2011

[http://www.curriculum.wa.edu.au/internet/Documents/HEA\\_public/Health\\_course\\_syllabus\\_Dec\\_2011\\_pdf.pdf](http://www.curriculum.wa.edu.au/internet/Documents/HEA_public/Health_course_syllabus_Dec_2011_pdf.pdf)

Curriculum Council of Western Australia

Outdoor Education (on line), 2011

[http://www.curriculum.wa.edu.au/internet/Documents/HEA\\_public/Health\\_course\\_syllabus\\_Dec\\_2011\\_pdf.pdf](http://www.curriculum.wa.edu.au/internet/Documents/HEA_public/Health_course_syllabus_Dec_2011_pdf.pdf)

Curriculum Council of Western Australia

Physical Education Studies (on line), 2011

[http://www.curriculum.wa.edu.au/internet/Documents/PES\\_public/Physical\\_Education\\_Studies\\_syllabus\\_Dec\\_2010\\_pdf.pdf](http://www.curriculum.wa.edu.au/internet/Documents/PES_public/Physical_Education_Studies_syllabus_Dec_2010_pdf.pdf)

NSW Board of Studies

A guide to the PDHPE Stage 6 Syllabus amendments (on line), 2011

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/pdhpe-amendments-guide.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/pdhpe-amendments-guide.pdf)

NSW Board of Studies

Personal Development, Health and Physical Education Stage 6 Syllabus (on line), 2011

[http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/pdhpe-st6-syll-from2010.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/pdhpe-st6-syll-from2010.pdf)

Queensland Studies Authority  
Curriculum Documents and Support materials for Health and PE (on line), 2011  
[http://www.qsa.qld.edu.au/yrs11\\_12/subjects/he/index.html](http://www.qsa.qld.edu.au/yrs11_12/subjects/he/index.html)

Queensland Studies Authority  
Health Education Senior Syllabus (on line), 2011  
[http://www.qsa.qld.edu.au/downloads/senior/snr\\_health\\_ed\\_10\\_syll.pdf](http://www.qsa.qld.edu.au/downloads/senior/snr_health_ed_10_syll.pdf)

Queensland Studies Authority  
Physical Education Senior Syllabus (on line), 2011  
[http://www.qsa.qld.edu.au/downloads/senior/snr\\_physical\\_ed\\_10\\_syll.pdf](http://www.qsa.qld.edu.au/downloads/senior/snr_physical_ed_10_syll.pdf)

Senior Secondary Assessment Board of South Australia  
Curriculum Documents and Support materials for PE, Health and Personal  
Development (on line), 2011  
<http://www.ssabsa.sa.edu.au/hpd/support.php>

South Australian Certificate of Education  
Health Subject Outline: Stages 1 & 2 (on line), 2011  
[http://www.sace.sa.edu.au/c/document\\_library/get\\_file?p\\_1\\_id=10517&folderId=59993&name=DLFE-20286.pdf](http://www.sace.sa.edu.au/c/document_library/get_file?p_1_id=10517&folderId=59993&name=DLFE-20286.pdf)

South Australian Certificate of Education  
Outdoor Education Subject Outline: Stages 1 & 2 (on line), 2011  
[http://www.sace.sa.edu.au/c/document\\_library/get\\_file?p\\_1\\_id=10518&folderId=60013&name=DLFE-20037.pdf](http://www.sace.sa.edu.au/c/document_library/get_file?p_1_id=10518&folderId=60013&name=DLFE-20037.pdf)

South Australian Certificate of Education  
Physical Education Subject Outline: Stages 1 & 2 (on line), 2011  
[http://www.sace.sa.edu.au/c/document\\_library/get\\_file?p\\_1\\_id=10519&folderId=308201&name=DLFE-20055.pdf](http://www.sace.sa.edu.au/c/document_library/get_file?p_1_id=10519&folderId=308201&name=DLFE-20055.pdf)

Tasmanian Secondary Assessment Board  
Curriculum Documents and Support materials for Health and PE (on line), 2011  
<http://www.tqa.tas.gov.au/1056>

Victorian Curriculum and Assessment Authority  
Curriculum Documents and Support materials for Health and Human Development  
and Physical Education (on line), 2011  
<http://www.vcaa.vic.edu.au/vce/studies/healthnhuman/healthhumindex.html>  
<http://www.vcaa.vic.edu.au/vce/studies/physicaledu/phyeduindex.html>

Victorian Curriculum and Assessment Authority  
Health and Human Development (on line), 2011  
<http://www.vcaa.vic.edu.au/vce/studies/healthnhuman/healthhdsd2010.pdf>

Victorian Curriculum and Assessment Authority  
Physical Education (on line), 2011  
<http://www.vcaa.vic.edu.au/vcaa/vce/studies/physicaledu/phyedusd2011-2014.pdf>

## **COURSE FRAMEWORK DEVELOPMENT GROUP**

<b>Name</b>	<b>College</b>
Catherine Amesbury	Merici College
Peter Blunt	Lake Ginninderra College
Scott Eastburn	Dickson College
Jenny Hall	Canberra Girls' Grammar School

The group gratefully acknowledges the work of previous groups who developed and revised the Outdoor Education and Physical Education Course Frameworks.

**All programs of study for the ACT Year 12 Certificate should enable students to become:**

	The examples are indicative and not exhaustive. Those in <b>bold</b> relate particularly to the Employability Skills; those in <i>italics</i> to the Across Curriculum Perspectives.
• creative and critical thinkers	exploring, imagining, observing, predicting, <b>thinking laterally, generating ideas, inquiring and researching</b> , interrogating, conceptualising, collecting and <b>analysing data and information, classifying</b> , interpreting, formulating hypotheses, generalising, synthesising, <b>reflecting</b> , justifying conclusions, understanding different perspectives, <b>understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques</b> (e.g. estimating, reading and interpreting data, interpolation and extrapolation)
• enterprising problem-solvers	showing <b>initiative, resourcefulness</b> , resilience, persistence, assessing and taking risks, <b>recognising and seizing opportunities, problem-posing, problem-identification, problem clarification</b> , being practical, <b>being innovative</b> , using mathematical techniques, <b>using appropriate technologies, working independently and/or collaboratively</b> to achieve a solution, testing assumptions and solutions, modifying approaches
• skilled and empathetic communicators	<b>oral and written skills in Standard Australian English, matching communication to audience and purpose</b> , using terminology and style appropriate to particular disciplines, <b>using mathematical language</b> , creating and <b>communicating meaning</b> using multi-modal forms, <b>imagining the feelings and views of others</b> , respecting and valuing diversity
• informed and ethical decision-makers	<b>finding information</b> and using evidence as the basis for judgements and decisions, <b>developing awareness of differing perspectives</b> , having integrity, taking action, <b>exploring and critically reflecting on own values, attitudes and beliefs</b>
• environmentally and culturally aware citizens	understanding <i>the interconnectedness of the natural and constructed world</i> ; the <i>multicultural nature of Australian society</i> ; <i>Indigenous perspectives</i> ; and global economic, social and <i>environmental</i> issues; <i>respecting difference</i> , exercising rights and responsibilities, <b>acting in the public sphere</b> , understanding consequences of choices and decisions
• confident and capable users of technologies	<b>having a range of IT skills</b> , accessing and evaluating <i>information</i> , <b>designing</b> and making, <b>communicating using technologies, choosing most appropriate technologies for the task</b> , refining processes, <b>willingness to learn new skills</b>
• independent and self-managing learners	e.g. <b>understanding self</b> ( <i>including gender</i> ), <b>having personal goals, evaluating and monitoring own performance, taking responsibility</b> , flexibility in adapting course of action, <b>openness to new ideas, managing time and resources, planning and organising</b>
• collaborative team members	e.g. <b>contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths</b> ( <i>including contributions of boys and girls</i> ), <b>skills in negotiation and compromise, sustaining commitment to achieve group goals</b>

**and provide students with**

• a comprehensive body of specific knowledge, principles and concepts	through subjects, cross-disciplinary courses and/or projects, <b>work experience</b>
• a basis for self-directed and lifelong learning	<b>through understanding and managing self, developing capabilities and modelling an approach</b> (“taking stock, taking steps”) <b>that prepares for a social and economic environment of greater individual responsibility</b>
• personal attributes enabling effective participation in society	<b>through developing social skills</b> and capabilities for citizenship, <b>work experience and recognition of outside learning</b> ; through understanding of a globalised knowledge society

## T Course Generic Rubric for practical tasks.

*You will need to adapt this rubric to address specific requirements of the task that you set*

	A student who achieves an <b>A</b> grade typically	A student who achieves an <b>B</b> grade typically	A student who achieves an <b>C</b> grade typically	A student who achieves an <b>D</b> grade typically	A student who achieves an <b>E</b> grade typically
<b>Knowledge, understanding &amp; application</b>	Is proactive in acquiring knowledge and skills; consistently demonstrates and applies knowledge and skills in a controlled, fluent and accurate manner	Acquires knowledge and skills; demonstrates and applies knowledge and skills in a controlled, accurate manner	Some acquisition of knowledge and skills; mostly demonstrates and applies knowledge and skills	Acquires knowledge and skills with support; some practical demonstration and application of knowledge and skills	Needs to acquire and apply practical knowledge and skills
<b>Analysis and evaluation</b>	Perceptive reflection, analysis and evaluation of information. Synthesises knowledge to develop own understanding of health, outdoor and physical education concepts	Reflection, analysis and evaluation of information. Mostly synthesises knowledge to develop own understanding of health, outdoor and physical education concepts	Some reflection and analysis of information. Some synthesis of knowledge to develop own understanding of health, outdoor and physical education concepts	Some comprehension of information and limited demonstration of understanding of health, outdoor and physical education concepts	Needs to demonstrate understanding of health, outdoor and physical education concepts
<b>Communication skills</b>	Communicates ideas clearly and confidently in a variety of situations with individuals and within teams  Accepts diversity and able to undertake a supervisory or leadership role when required, and demonstrated positive team skills	Communicates ideas clearly with individuals and within teams  Accepts diversity and is able to undertake a supervisory role when required and demonstrates positive team skills	Mostly communicates ideas clearly with individuals and within team  Listens to and understands instructions in a support role, demonstrates positive team skills	Requires assistance with communication of ideas and information  Limited demonstration of positive team skills	Needs to communicate ideas in a variety of situations  Needs to demonstrate positive team skills
<b>Performance skills</b>	Comprehensive application of a wide range of practical skills in a variety of contexts. Employs appropriate safety procedures and operates equipment safely  Professional personal presentation and behaviours highly appropriate to the practical activity  Displays well-developed planning, design and problem-solving skills applied to a wide range of situations  Demonstrates initiative and responds creatively to challenging situations; provides practical solutions, using a wide range of strategies  Highly effective time management; works independently and productively	Application of a wide range of practical skills in a variety of contexts. Employs appropriate safety procedures and operates equipment safely  Suitable personal presentation and behaviours appropriate to the practical activity  Mostly displays well-developed planning, design and problem-solving skills applied to a wide range of situations  Mostly demonstrates initiative and provides practical solutions to challenging situations using a range of strategies  Mostly effective time management; mostly independent and productive work	Application of some practical skills in a narrow range of contexts. Employs appropriate safety procedures and operates equipment safely  Acceptable personal presentation and behaviours mostly appropriate to the practical activity  Displays some planning, design and problem solving skills applied to a narrow range of situations  Demonstrates some initiative, provides practical solutions to challenging situations  Some time management; some independent and productive work	Limited application of practical skills. Requires supervision and instruction relating to safety procedures and operation of equipment  Mostly acceptable personal presentation somewhat appropriate to the practical activity  Limited display of planning, design and problem solving skills  Needs assistance to solve problems, uses a limited range of strategies and initiative  Needs support with time management; limited independent work and productivity	Needs to apply a range of practical skills in a variety of contexts. Needs to employ appropriate safety procedures and operate equipment safely  Needs to develop personal presentation and behaviours appropriate to the practical activity  Needs to display planning, design and problem solving skills  Needs to provide practical solutions to problems  Needs to manage time effectively. Needs to work independently and productively

## A/V Course Generic Rubric for practical tasks.

*You will need to adapt this rubric to address specific requirements of the task that you set*

	A student who achieves an <b>A</b> grade typically	A student who achieves an <b>B</b> grade typically	A student who achieves an <b>C</b> grade typically	A student who achieves an <b>D</b> grade typically	A student who achieves an <b>E</b> grade typically
<b>Knowledge, understanding &amp; application</b>	Consistently demonstrates and applies knowledge and skills in a controlled, fluent and accurate manner	Acquires knowledge and skills; mostly demonstrates and applies knowledge and skills in a controlled, fluent and accurate manner	Some acquisition of knowledge and skills; mostly demonstrates and applies knowledge in an accurate manner	Acquires knowledge and skills with support; some practical demonstration and application of knowledge and skills	Needs to demonstrate and apply practical knowledge; needs to demonstrate and apply knowledge and skills
<b>Analysis &amp; evaluation</b>	Identifies, explains, assesses and demonstrates health, outdoor and physical education concepts	Identifies, explains and demonstrates health, outdoor and physical education concepts	Identifies, comprehends and demonstrates health, outdoor and physical education concepts	Comprehension of information and some demonstration of understanding of health, outdoor and physical education concepts	Needs to identify, explain and demonstrate understanding of health, outdoor and physical education concepts
<b>Communication skills</b>	Communicates ideas clearly and confidently in a variety of situations with individuals and within teams  Accepts diversity and able to undertake a supervisory or leadership role when required, and demonstrated positive team skills	Communicates ideas clearly with individuals and within teams  Accepts diversity and is able to undertake a supervisory role and demonstrates positive team skills	Mostly communicates ideas clearly with individuals and within a team  Listens to and understands instructions in a support role, demonstrates positive team skills	Requires assistance with communication of ideas and information  Limited demonstration of positive team skills	Needs to communicate ideas in a variety of situations  Needs to demonstrate positive team skills
<b>Performance skills</b>	Comprehensive application of a wide range of practical skills in a variety of contexts. Employs appropriate safety procedures and operates equipment safely  Professional personal presentation and behaviours highly appropriate to the practical activity  Displays well-developed planning, design and problem-solving skills applied to a wide range of situations  Demonstrates initiative and innovation, responds creatively to challenging situations and provides practical solutions, using a wide range of strategies  Highly effective time management; works independently and productively	Application of a wide range of practical skills in a variety of contexts. Employs appropriate safety procedures and operates equipment safely  Suitable personal presentation and behaviours appropriate to the practical activity  Mostly displays well-developed planning, design and problem-solving skills applied to a wide range of situations  Demonstrates initiative and provides practical solutions to challenging situations using a range of strategies  Mostly effective time management; mostly independent and productive work	Application of some practical skills in a narrow range of context. Mostly employs appropriate safety procedures and operates equipment safely  Acceptable personal presentation and behaviours mostly appropriate to the practical activity  Displays some planning, design and problem solving skills applied to a narrow range of situations  Demonstrates some initiative, provides practical solutions to challenging situations  Some time management; some independent and productive work	Limited application of practical skills  Mostly acceptable personal presentation somewhat appropriate to the practical activity  Limited display of planning, design and problem solving skills  Needs assistance to solve problems, uses a limited range of strategies and initiative  Needs support with time management; limited independent work and productivity	Needs to apply a range of practical skills and employ appropriate safety procedures  Needs to develop personal presentation and behaviours appropriate to the practical activity  Needs to display planning, design and problem solving skills  Needs to demonstrate initiative and provide practical solutions  Needs to manage time effectively and work productively

## A/V Course Rubric for written tasks

*This is a generic rubric. You will need to adapt the rubric to address specific requirements of the task that you set*

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge, understanding &amp; application</b>	Writes conclusively and independently, using research from validated relevant sources  Comprehends information, incorporates original thought and makes insightful links to text/topic  Uses work of others appropriately, documenting sources in accepted format	Writes conclusively using research from valid sources  Mostly comprehends information incorporating some original thought. Mostly makes links to text/topic  Uses work of others mostly documenting sources in accepted format	Writes using some research from valid sources  Some comprehension of information. Makes some links to text/topic  Uses work of others with some documentation of sources in accepted format	Needs substantial support to write, research and source valid information to support claims  Limited comprehension of information and links to text/topic  Uses work of others with some documentation of sources	Needs to write from valid sources to support claims  Needs to comprehend information and make links to text/topic  Needs to use work of others with integrity and reference appropriately
<b>Analysis, synthesis &amp; evaluation</b>	Interprets information, describes and explains to create valid logical arguments supported by examples  Demonstrates effective skills with sourcing of information	Interprets information; describes and explains to create mostly valid arguments supported by examples  Demonstrates mostly effective skills with sourcing of information	Limited interpretation with some description and explanation. Creates some valid arguments with examples  Demonstrates some effective skills with sourcing of information	Description with limited explanation. Needs support to create arguments supported with examples  Needs support to source information	Needs to interpret information to create arguments supported by examples  Needs to demonstrate effective skills with sourcing of information
<b>Communication and technical writing skills</b>	Uses effective writing style and language for the identified type of document/task  Produces well structured documents including an effective introduction and conclusion as appropriate with logical progression of ideas  Demonstrates awareness of appropriate communications protocols for the designated audience including tone and linguistic style  Demonstrates comprehensive knowledge of accepted citation conventions	Uses appropriate writing style with mostly accurate use of language for the identified type of document/task  Adequate structuring of document that includes an introduction and conclusion as appropriate with mostly logical progression of ideas  Mostly demonstrates awareness of appropriate communication protocols for the designated audience including tone and linguistic style  Demonstrates knowledge of accepted citation conventions	Some effective writing with some adequate use of language for the identified type of document/task  Mostly adequate structuring of document and inclusion of introduction and/or conclusion as appropriate. Some logical progression of ideas  Demonstrates some awareness of appropriate communication protocols for the designated audience  Mostly demonstrates knowledge of accepted citation conventions	Basic level of writing and use of language for the identified type of document/task  Some adequate structuring of document and attempt at including introduction and/or conclusion as appropriate  Needs support to use some appropriate communication protocols with limited awareness of audience  Demonstrates some knowledge of accepted citation conventions	Needs to develop writing style and use of appropriate language for the identified document/task  Needs to structure document appropriately including an introduction and conclusion as appropriate  Needs to develop awareness of appropriate communication protocols for the designated audience  Needs to include relevant quotations to support writing with accepted citation conventions
<b>Management &amp; work practices</b>	Demonstrates competence in organisation, time and self management	Mostly demonstrates competence in organisation, time and self management	Demonstrates some competence in organisation, time and self management	Demonstrates limited competence in organisation, time and self management	Needs to develop competence in organisation, time and self management

## A/V Course Rubric for written tasks

*This is a generic rubric. You will need to adapt the rubric to address specific requirements of the task that you set*

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge, understanding and application</b>	Writes conclusively and independently using extensive research from authentic, validated, relevant sources  Synthesises information, incorporating substantial original thought and makes insightful links to text/topic  Uses work of others with integrity clearly documenting all sources in accepted format	Writes conclusively using research from valid sources  Comprehends with some synthesis of information incorporating some original thought. Makes logical links to text/topic  Uses work of others mostly documenting sources in accepted format	Writes using some research from valid sources  Comprehension of information. Some original thought with some links to text/topic  Uses work of others with some documentation of sources in accepted format	Needs substantial support to write, research and source valid information to support claims  Some comprehension of information. Limited original thought and links to text/topic  Uses work of others with some documentation of sources	Needs to write using research from valid sources to support claims  Needs to comprehend information and make links to text/topic  Needs to use work of others with integrity and reference appropriately
<b>Analysis, synthesis and evaluation</b>	Analyses, evaluates and synthesises information creating valid, insightful, logical, sophisticated, arguments well supported by relevant examples from evidence based research  Demonstrates high level of competence with interpretation of information and a sophisticated level of critical analysis	Analyses and synthesises information creating valid, logical arguments supported by mostly relevant examples from evidence based research  Demonstrates competence with interpretation and analysis of information	Some analysis and comprehension of information. Creates logical arguments supported by some examples from evidence based research  Some interpretation of information with some analysis	Some comprehension. Creates an argument with some supportive examples.  Some interpretation of information, limited critical analysis	Needs to comprehend information Needs to create valid arguments supported by researched evidence  Needs to interpret information
<b>Communication and technical writing skills</b>	Uses sophisticated writing style with excellent use of language for the identified type of document/task  Structures document in a sophisticated manner including an effective introduction and conclusion as appropriate with logical progression of ideas  Demonstrates sophisticated understanding of appropriate communication protocols for the designated audience including tone and linguistic style  Demonstrates comprehensive knowledge of accepted citation conventions	Uses appropriate writing style with accurate use of language for the identified type of document/task  Adequate structuring of document that includes an introduction and conclusion as appropriate with mostly logical progression of ideas  Mostly demonstrates understanding of appropriate communication protocols for the designated audience including tone and linguistic style  Demonstrates knowledge of accepted citation conventions	Some effective writing with adequate use of language for the identified type of document/task  Mostly adequate structuring of document and inclusion of introduction and/or conclusion as appropriate. Some logical progression of ideas  Demonstrates some understanding of appropriate communication protocols for the designated audience.  Mostly demonstrates knowledge of accepted citation conventions	Basic level of writing and use of language for the identified type of document/task  Some adequate structuring of document and attempt at including introduction and/or conclusion as appropriate  Uses some appropriate communication protocols with limited awareness of audience  Demonstrates some knowledge of accepted citation conventions	Needs to develop writing style and use of appropriate language for the identified document/task  Needs to structure document appropriately including an introduction and conclusion as appropriate  Needs to develop understanding of appropriate communication protocols for the designated audience  Needs to include relevant quotations to support writing with accepted citation conventions
<b>Work practices</b>	Demonstrates high level of competence in organisation, time and self management	Mostly demonstrates competence in organisation, time and self management	Demonstrates some competence in organisation, time and self management	Demonstrates limited competence in organisation, time and self management	Needs to develop competence in organisation, time and self management