

Health, Outdoor and Physical Education

Course

Framework

2011 Edition

For courses

accredited from 2013



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:

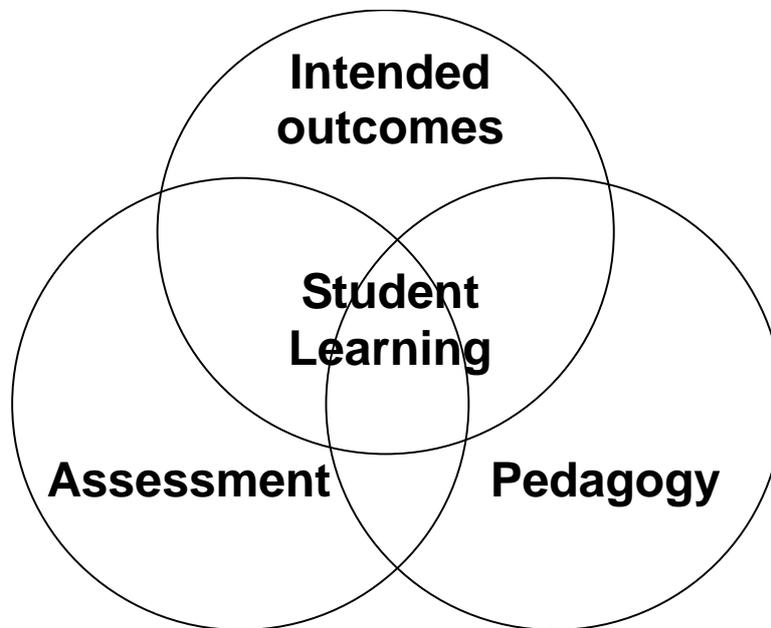
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society.

*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

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

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

¹ *Melbourne Declaration on Educational Goals for Young Australians*, December 2008

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.²

² The developers acknowledge the SACE Physical Education 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.

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:

| | |
|--------------------|---|
| Theoretical | Tasks allow students to apply their understanding through identifying, explaining, describing, exploring, examining, recommending and justifying. |
| Practical | 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:

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

Assessment in M courses should typically reflect the following:

| | |
|--------------------|---|
| Theoretical | Tasks allow students to demonstrate their understanding through recalling, classifying, outlining, identifying, describing, demonstrating, recounting, distinguishing and predicting. |
| Practical | 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.³
- 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).

³ 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 |
| Written Responses | <p>An essay or written extended response</p> <ul style="list-style-type: none"> • 500 - 750 words in Year 11 • 800 - 1000 words in Year 12 <p>Suggested tasks:</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> | 30% - 70% | 30% - 70% |
| Practical Tasks | <p>Suggested tasks:</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> | 30% - 70% | 30% - 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 |
| Written Responses | <p>An essay or written extended response</p> <ul style="list-style-type: none"> • 800-1000 words in Year 11 • 1000-1200 words in Year 12 <p>Suggested tasks:</p> <p>Research essays, assignments or reports</p> <p>Rationales</p> <p>Exam/tests</p> <p>Multimedia tasks</p> <p>Reflective diaries/journals/portfolios or logs</p> <p>Independent or group investigations</p> | 50% - 80% | 50% - 80% |
| Practical Tasks | <p>Suggested tasks:</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> | 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 |
| Written Responses | <p>Suggested tasks:</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% |
| Practical Tasks | <p>Suggested tasks:</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 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> |
|---|--|---|---|--|--|
| Knowledge, Understanding & Application | <ul style="list-style-type: none"> conducts extensive independent research to source relevant information and uses information ethically with acceptable referencing and citation demonstrates comprehensive knowledge of theoretical concepts and applies skills reflecting strategic awareness and detailed understanding of rules and terminology in a wide range of contexts | <ul style="list-style-type: none"> conducts independent research to source relevant information and uses information ethically in most occasions with acceptable referencing and citation demonstrates relevant knowledge of theoretical concepts and applies skills reflecting a general understanding of rules and terminology appropriately in familiar contexts | <ul style="list-style-type: none"> conducts research to source relevant information and references with some adherence to conventions demonstrates some knowledge of theoretical concepts and applies skills reflecting a basic understanding of rules and terminology appropriately in familiar contexts | <ul style="list-style-type: none"> requires assistance to conduct research to source information and references with minimal adherence to conventions demonstrates minimal knowledge of theoretical concepts and applies skills reflecting some understanding of basic rules and terminology appropriately in familiar contexts | <ul style="list-style-type: none"> conducts minimal research to source information and demonstrates little or no adherence to referencing and citation conventions demonstrates minimal knowledge of theoretical concepts and applies skills reflecting limited understanding of rules and terminology |
| Analysis & Evaluation | <ul style="list-style-type: none"> examines concepts underpinning physical activity and performance and conveys insightful observations on experiences | <ul style="list-style-type: none"> explains concepts underpinning physical activity and performance and conveys some insightful observations on experiences | <ul style="list-style-type: none"> describes concepts underpinning physical activity and performance and retells experiences | <ul style="list-style-type: none"> identifies concepts underpinning physical activity and performance and provides minimal description of experiences | <ul style="list-style-type: none"> displays minimal or no evidence of interpretation and requires substantial support to reflect on experiences |
| Communication Skills | <ul style="list-style-type: none"> uses a wide variety of communication modes appropriate to purpose and audience communicates effectively accepting and appreciating ideas, values and attitudes of others in a broad range of situations | <ul style="list-style-type: none"> uses a variety of communication modes appropriate to purpose and audience communicates effectively with others accepting and appreciating their values and attitudes | <ul style="list-style-type: none"> uses communication modes appropriate to purpose communicates clearly, accepting and appreciating different points of view | <ul style="list-style-type: none"> requires assistance to communicate ideas and information communicates with minimal consideration and understanding other points of view | <ul style="list-style-type: none"> requires direct instruction to communicate ideas and information communicates with limited consideration of others |
| Performance Skills | <ul style="list-style-type: none"> demonstrates highly-developed movement skills consistently in individual and team activities responds to feedback and actively seeks challenges demonstrates effective leadership through problem solving, planning and organisational skills and consistently adheres to WHS guidelines | <ul style="list-style-type: none"> demonstrates well-developed movement skills consistently during individual and team activities responds to feedback and is regularly open to challenges demonstrates leadership through planning and organisational skills and consistently adheres to WHS guidelines | <ul style="list-style-type: none"> demonstrates a range of movement skills in individual and team activities responds to feedback and is usually open to challenges participates in a range of activities demonstrating planning and organisational skills and adheres to most WHS guidelines | <ul style="list-style-type: none"> demonstrates movement skills inconsistently during individual or team activities responds to challenges when directed and occasionally responds to feedback participates in a narrow range of activities demonstrating some organisational skills and shows some awareness of WHS guidelines | <ul style="list-style-type: none"> demonstrates minimal movement skills during individual or team activities responds to some feedback and challenges with guidance participates in some activities with guidance and addresses some risk and safety issues |

Unit Grade Descriptors for T Courses

| | <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> |
|---|--|---|--|---|--|
| Knowledge, Understanding & Application | <ul style="list-style-type: none"> independently researches to source highly relevant information and uses information ethically with appropriate referencing and citation demonstrates a comprehensive knowledge of concepts and applies skills reflecting a thorough understanding of context, attitudes and values | <ul style="list-style-type: none"> independently researches to source relevant information and uses information ethically in most occasions with acceptable referencing and citation demonstrates a detailed knowledge of concepts and applies skills reflecting a broad understanding of context and attitudes | <ul style="list-style-type: none"> researches to source mostly relevant information and uses information with some adherence to conventions demonstrates general knowledge of concepts and applies skills in familiar contexts | <ul style="list-style-type: none"> conducts some research to source and reference information with minimal adherence to conventions demonstrates minimal knowledge of concepts and applies skills in familiar contexts | <ul style="list-style-type: none"> conducts minimal research to source information with little or no adherence to referencing and citation conventions demonstrates limited knowledge of concepts and applies skills in familiar contexts with instruction |
| Analysis & Evaluation | <ul style="list-style-type: none"> analyses, synthesises and evaluates information, concepts and issues and draws insightful conclusions makes highly informed choices, constructs persuasive arguments and justifies decisions with appropriate evidence | <ul style="list-style-type: none"> analyses and evaluates information, concepts and issues and draws appropriate conclusions makes informed choices, constructs logical arguments and justifies decisions with appropriate evidence | <ul style="list-style-type: none"> identifies, describes and explains information, concepts and issues and draws general conclusions makes routine choices, constructs arguments and justifies decisions with some inconsistencies | <ul style="list-style-type: none"> identifies and describes information and draws simple or unsubstantiated conclusions makes some choices, retells information and makes unformed decisions | <ul style="list-style-type: none"> identifies information and draws conclusions with guidance retells information with guidance |
| Communication Skills | <ul style="list-style-type: none"> communicates persuasively and conveys ideas appropriate to audience in an organised, clear and concise manner | <ul style="list-style-type: none"> communicates effectively and conveys ideas appropriate to audience in an organised and clear manner | <ul style="list-style-type: none"> communicates ideas appropriate to audience in an organised manner with some lapses in clarity | <ul style="list-style-type: none"> communicates ideas with lapses in organisation and clarity | <ul style="list-style-type: none"> communicates ideas with little awareness of audience and purpose |
| Performance Skills | <ul style="list-style-type: none"> displays initiative and highly effective leadership skills and the ability to work independently and collaboratively performs exemplary physical skills with control; adjusts intuitively to conditions; displays initiative responds to feedback and actively seeks challenges and consistently adheres to WHS guidelines | <ul style="list-style-type: none"> displays leadership skills and the ability to work independently and collaboratively performs accomplished physical skills with skill and adjusts to conditions responds to feedback and is regularly open to challenges and consistently adheres to WHS guidelines | <ul style="list-style-type: none"> displays some leadership skills and the ability to work independently and collaboratively performs competent physical skills with consistent planning and organisation responds to feedback and is usually open to challenges and adheres to most WHS guidelines | <ul style="list-style-type: none"> displays the ability to work independently and collaboratively performs fundamental physical skills with inconsistent planning and organisation responds to challenges when directed and occasionally responds to feedback and shows some awareness of WHS guidelines | <ul style="list-style-type: none"> displays limited ability to work independently and collaboratively performs physical skills with limited planning and organisation responds to some feedback and challenges with guidance; addresses some risk and safety issues |

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 M Courses

| | <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> |
|---|--|---|--|--|--|
| Knowledge, Understanding & Application | <ul style="list-style-type: none"> demonstrates a general knowledge of concepts and applies a basic understanding of rules and terminology | <ul style="list-style-type: none"> demonstrates a basic knowledge of concepts and applies some understanding rules and terminology | <ul style="list-style-type: none"> demonstrates some knowledge of concepts and applies with limited understanding rules and terminology | <ul style="list-style-type: none"> demonstrates limited knowledge of rules and terminology and applies with limited understanding rules and terminology | <ul style="list-style-type: none"> demonstrates limited knowledge of rules and terminology |
| Analysis & Evaluation | <ul style="list-style-type: none"> demonstrates an ability to solve rudimentary problems and reflect with some insight on their experiences | <ul style="list-style-type: none"> demonstrates ability to solve basic problems and describe their experiences | <ul style="list-style-type: none"> demonstrates some ability to problem solve basic problems | <ul style="list-style-type: none"> demonstrates limited awareness of basic problem solving strategies | <ul style="list-style-type: none"> demonstrates the ability to identify a problem that needs solving |
| Communication Skills | <ul style="list-style-type: none"> communicates effectively accepting and appreciating attitudes of others in a broad range of situations | <ul style="list-style-type: none"> communicates clearly with others accepting and appreciating their values and attitudes | <ul style="list-style-type: none"> communicates clearly with others in a range of situations | <ul style="list-style-type: none"> communicates with others in a narrow range of situations | <ul style="list-style-type: none"> demonstrates developing communication skills |
| Performance Skills | <ul style="list-style-type: none"> demonstrates sound movement skills when participating in physical activities, team games and sports demonstrates a range of organisational skills and uses equipment safely with a general understanding of safety procedures undertakes a productive and supportive role as a team member | <ul style="list-style-type: none"> demonstrates basic movement skills when participating in physical activities, team games and sports demonstrates general organisational skills and uses equipment safely with some understanding of safety procedures undertakes a supportive role as a team member | <ul style="list-style-type: none"> demonstrates some movement skills when participating in physical activities, team games and sports demonstrates basic organisational skills and uses equipment safely with limited understanding of safety procedures works as a team member | <ul style="list-style-type: none"> demonstrates limited movement skills when participating in physical activities, team games and sports demonstrates few organisational skills and requires assistance when using equipment demonstrates some capacity to work in a team | <ul style="list-style-type: none"> demonstrates minimal movement skills when participating in physical activities, team games and sports demonstrates minimal organisational skills and requires supervision when using equipment demonstrates a limited capacity to work in a team |

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 when preparing photographic evidence.

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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

ACT Board of Senior Secondary Studies: Health, Outdoor and Physical Education Framework (on line), 2011

http://www.bsss.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>

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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

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

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/pdhpe-st6-syl-from2010.pdf

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

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

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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_l_id=10517&folderId=59993&name=DLFE-20286.pdf

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<http://www.tqa.tas.gov.au/1056>

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<http://www.vcaa.vic.edu.au/vce/studies/healthnhuman/healthumindex.html>
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<http://www.vcaa.vic.edu.au/vcaa/vce/studies/physicaledu/phyedusd2011-2014.pdf>

Course Framework Development Group

| Name | College |
|--------------------|--------------------------------|
| 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 bold relate particularly to the Employability Skills; those in <i>italics</i> to the Across Curriculum Perspectives. |
| • creative and critical thinkers | exploring, imagining, observing, predicting, thinking laterally, generating ideas, inquiring and researching , interrogating, conceptualising, collecting and analysing data and information, classifying , interpreting, formulating hypotheses, generalising, synthesising, reflecting , justifying conclusions, understanding different perspectives, understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques (e.g. estimating, reading and interpreting data, interpolation and extrapolation) |
| • enterprising problem-solvers | showing initiative, resourcefulness, resilience, persistence, assessing and taking risks, recognising and seizing opportunities, problem-posing, problem-identification, problem clarification, being practical, being innovative, using mathematical techniques, using appropriate technologies, working independently and/or collaboratively to achieve a solution, testing assumptions and solutions, modifying approaches |
| • skilled and empathetic communicators | oral and written skills in Standard Australian English, matching communication to audience and purpose, using terminology and style appropriate to particular disciplines, using mathematical language, creating and communicating meaning using multi-modal forms, imagining the feelings and views of others, respecting and valuing diversity |
| • informed and ethical decision-makers | finding information and using evidence as the basis for judgements and decisions, developing awareness of differing perspectives, having integrity, taking action, exploring and critically reflecting on own values, attitudes and beliefs |
| • environmentally and culturally aware citizens | understanding the interconnectedness of the natural and constructed world; the multicultural nature of Australian society; Indigenous perspectives; and global economic, social and environmental issues; respecting difference, exercising rights and responsibilities, acting in the public sphere , understanding consequences of choices and decisions |
| • confident and capable users of technologies | having a range of IT skills, accessing and evaluating <i>information</i> , designing and making, communicating using technologies, choosing most appropriate technologies for the task, refining processes, willingness to learn new skills |
| • independent and self-managing learners | e.g. understanding self (<i>including gender</i>), having personal goals, evaluating and monitoring own performance, taking responsibility, flexibility in adapting course of action, openness to new ideas, managing time and resources, planning and organising |
| • collaborative team members | e.g. contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths (<i>including contributions of boys and girls</i>), skills in negotiation and compromise, sustaining commitment to achieve group goals |

and provide students with

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