HEALTH, OUTDOOR AND PHYSICAL EDUCATION

Course Framework

From 2019

Health, Outdoor & Physical Education

Framework

BSSS
AUSTRALIAN CAPITAL TERRITORY

Introduction

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical behaviour
- intercultural understanding.

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

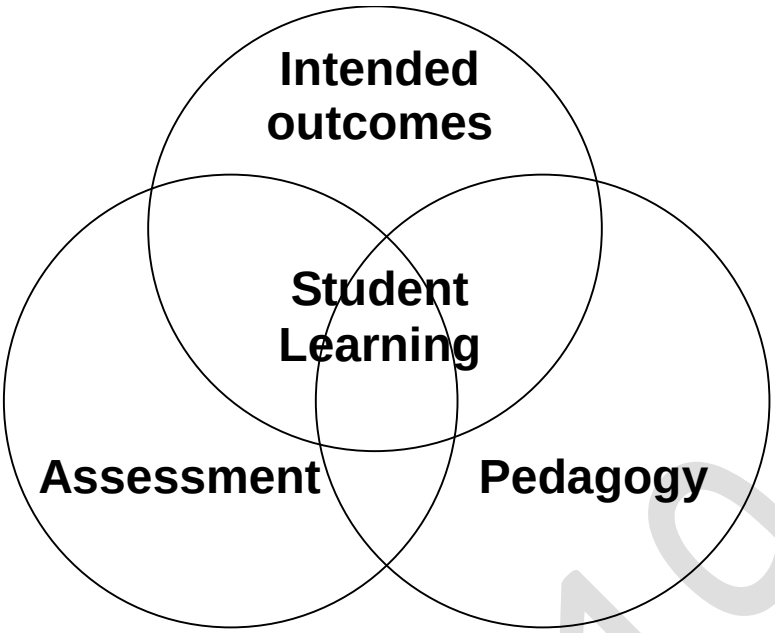
Elaboration of these student capabilities and priorities are available on the ACARA website.

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.

Contents



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 learner' 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)

Rationale

Health, Outdoor and Physical Education are the study of biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Students develop knowledge, understanding and skills, including health literacy competencies, to support them to be resilient, to strengthen their sense of self, to build and maintain satisfying relationships, and to make decisions to enhance their health and physical participation.

Students develop their knowledge and understanding of theories, concepts and perspectives to explain health, physical performances, participation and performance. They analyse the nature and purpose of physical activity and develop insights into how values, behaviours, priorities and actions reflect the complex contexts in which people live.

Students develop skills to improve their own and others' health, well-being and physical activity opportunities. Students develop analytical and critical thinking skills and learn to question and challenge assumptions about physical activity. They develop skills to communicate effectively and present logical and coherent arguments.

Courses written under this framework enable learners to understand how health practices and physical activity participation are, in part, socially constructed and therefore require diverse strategies for gaining and maintaining positive outcomes for all. Such knowledge has the potential for students to enhance their own and others' health and well-being in varied and changing contexts.

The study of Health, Outdoor and Physical Education provides continuity with many tertiary and industry courses.

Goals

All courses based on this Framework should enable students to:

- analyse health, outdoor and physical education theories, concepts, principles, methodologies, assumptions, perspectives and ideas
- analyse the nature and purpose of health, outdoor and physical education and the impact of factors that influence self, others and well-being
- analyse values and attitudes and evaluate their influence on health, outdoor and physical education
- communicate in a range of modes and mediums for specific purposes and audiences
- reflect on and apply concepts, skills and strategies.

Concepts, Knowledge and Skills

Courses developed under this Framework provide details of course content through the component units of the course. While this content will differ according to the particular course, all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Concepts and Knowledge

- learning through movement
- understanding movement
- physical movement
- contributing to healthy and active communities
- communicating and interacting for health and wellbeing
- being healthy, safe and active.

Skills

- critical and creative thinking, analysis
- evaluation, reflection and synthesis
- research
- leadership
- application of theories, concepts, models and principles
- problem solving and decision making
- communication
- use of technology
- logic and reasoning
- performance of physical skills
- work independently and collaboratively.

Vocational Courses

In addition to the concepts, knowledge and skills, colleges with Registered Training Organisation (RTO) status are eligible to deliver qualifications or statements of attainment from national training packages. In order to do so they must have been granted scope by the Australian Skills Quality Authority (ASQA). Vocational courses may be classified as A/V, T/V, M/V or C. Competencies are embedded into course units and must reflect the packaging rules of the relevant training package for students to achieve the qualification level indicated.

Colleges with Registered Training Organization status (RTO) are eligible to deliver units of competence from Training Packages, or alternatively, they may develop vocational courses, classified as A or T based on the Training Packages, under the relevant Course Framework.

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.

Assessment

The identification of assessment criteria and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

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 must use all of these criteria to assess students' performance, but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see appendix A). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics use the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

VET Assessment

In addition, tasks provide evidence required to deem a student competent. Elements of competence for each Unit of Competency indicate the essential concepts and knowledge that underpin each skill or skills set. Some Training Packages have a mandatory structured work learning (SWL) placement where skills may be demonstrated in an industry setting.

Assessment Criteria

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

- knowledge and understanding
- skills.

Assessment Task Types

Task Type	Knowledge and understanding	Skills
	Suggested tasks: • research essays • assignments • reports • exam/tests • multimedia tasks • reflective diaries • journals • portfolios • logs	**Suggested tasks:** • practical laboratories • presentations • orals • physical activity tasks • practical tests • campaigns & case studies • debates • seminars • field trips
Weightings in A/T 1.0 and 0.5 Units	40 - 60%	40 - 60%
Weighting in M 1.0 and 0.5 Units	10 - 90%	10 - 90%

Additional Assessment Advice

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Suggested guidelines for a written task: **A** 500 - 800, **T** 800 - 1500 words.
- Suggested guidelines for an oral presentation: **A** 5 - 8 minutes **T:** 8 - 15 minutes.

Achievement Standards

Student achievement in A, T and M units is reported based on system standards as an A - E grade. Grade descriptors and standard work samples where available, provide a guide for teacher judgement of students' achievement over the unit.

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.

VET

Students must demonstrate competency according to training package and industry requirements. Achievement benchmarks are documented as elements of competence under each Unit of Competency

Achievement Standards for Health, Outdoor & Physical Education T Course Year 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• critically analyses health, outdoor, physical education theories, concepts and models and evaluates their limitations and assumptions • critically analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and evaluates their validity and reliability • critically analyses the nature and purpose of health, outdoor, physical education and evaluates the impact of strategies and techniques on individuals' performance, health and well-being in varied and changing contexts • critically analyses representations and interpretations of health, outdoor, physical education topics and evaluates their significance • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	• analyses health, outdoor, physical education theories, concepts and models and explains their limitations and assumptions • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability • analyses the nature and purpose of health, outdoor, physical education and explains the impact of factors on individuals' performance, health and well-being in changing contexts • analyses representations and interpretations of health, outdoor, physical education topics and explains their significance • communicates ideas and arguments using appropriate evidence, language and accurate referencing	• explains health, outdoor, physical education theories, concepts and models and describes their limitations and assumptions • explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • explains the nature and purpose of health, outdoor, physical education theories and describes the impact of factors on individuals' performance, health and well-being in familiar contexts • explains representations and interpretations of health, outdoor, physical education topics and describes their significance • communicates ideas and arguments with referencing	• describes health, outdoor, physical education theories, concepts and models with some reference to their limitations and assumptions • describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability • describes the nature and purpose of health, outdoor, physical education theories and identifies the impact of factors on individuals' performance, health and well-being in familiar contexts • describes representations and interpretations of health, outdoor, physical education topics and makes some reference to their significance • communicates ideas and information with minimal referencing	• identifies health, outdoor, physical education theories, concepts and models with little or no reference to their limitations and assumptions • identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability • identifies the nature and purpose of health, outdoor, physical education theories with little or no reference to the impact of factors on individuals' performance, health and well-being • identifies representations and interpretations of health, outdoor, physical education topics and makes little or no reference to their significance • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, ideas with control and precision to a practical context and specific physical, health or outdoor education activities • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances of self and others • evaluates with insight on practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with control to a practical context and specific physical, health or outdoor education activities • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances of self and others • analyses with insight on practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with some control to a practical context and specific physical, health or outdoor education activities • undertakes guided inquiries and describes data and information based on a appropriate sources • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others • explains practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with minimal control to a practical context and specific physical, health or outdoor education activities • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others • describes practical techniques and performance with some reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with little or no control in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others • identifies practical techniques and performance with little or no reference to specific skills criteria

Achievement Standards for Health, Outdoor & Physical Education T Course Year 11

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• analyses health, outdoor, physical education theories, concepts and models and evaluates their limitations and assumptions • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability • analyses representations and interpretations of health, outdoor, physical education topics and discusses their significance • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	• analyses health, outdoor, physical education theories, concepts and models and explains their limitations and assumptions • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability • analyses representations and interpretations of health, outdoor, physical education topics and explains their significance • communicates ideas and arguments using appropriate evidence, language and accurate referencing	• explains health, outdoor, physical education theories, concepts and models and describes their limitations and assumptions • explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • explains representations and interpretations of health, outdoor, physical education topics describes their significance • communicates ideas and arguments with referencing	• describes health, outdoor, physical education theories, concepts and models with some reference to their limitations and assumptions • describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability • describes representations and interpretations of health, outdoor, physical education topics and makes some reference to their significance • communicates ideas and information with minimal referencing	• identifies health, outdoor, physical education theories, concepts and models with little to no reference to their limitations and assumptions • identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability • identifies representations and interpretations of health, outdoor, physical education topics and makes little or no reference to their significance • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, ideas with control and precision to a practical context and specific physical, health or outdoor education activities • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances of self and others • analyses with insight on practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with control to a practical context and specific physical, health or outdoor education activities • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances of self and others • analyses practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with some control to a practical context and specific physical, health or outdoor education activities • undertakes guided inquiries and describes data and information based on a appropriate sources • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others • explains practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with minimal control to a practical context and specific physical, health or outdoor education activities • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others • describes practical techniques and performance with some reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with little or no control in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others • identifies practical techniques and performance with little or no reference to specific skills criteria

Achievement Standards for Health, Outdoor & Physical Education A Course Year 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• analyses health, outdoor, physical education theories, concepts and models and explains their limitations and assumptions • analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability • analyses health, outdoor, physical activity topics and explains their significance • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	• explains health, outdoor, physical education theories, concepts and models and discusses their limitations and assumptions • explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and discuses their validity and reliability • explains health, outdoor, physical education topics and discuses their significance • communicates ideas and arguments using appropriate evidence, language and accurate referencing	• discusses health, outdoor, physical education theories, concepts and models and describes their limitations and assumptions • discusses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability • discusses health, outdoor, physical education topics describes their significance • communicates ideas and arguments with referencing	• describes health, outdoor, physical education theories, concepts and models with some reference to their limitations and assumptions • describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability • describes health, outdoor, physical education topics and makes some reference to their significance • communicates ideas and information with minimal referencing	• identifies health, outdoor, physical education theories, concepts and models with little to no reference to their limitations and assumptions • identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability • identifies health, outdoor, physical education topics and makes little or no reference to their significance • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, ideas with control and precision to a practical context and specific physical, health or outdoor education activities • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances of self and others • analyses practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with control to a practical context and specific physical, health or outdoor education activities • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances of self and others • explains practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with some control to a practical context and specific physical, health or outdoor education activities • undertakes guided inquiries and describes data and information based on a appropriate sources • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others • describes practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with minimal control to a practical context and specific physical, health or outdoor education activities • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others • identifies practical techniques and performance with some reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with little or no control in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others • identifies practical techniques and performance with little or no reference to specific skills criteria

Achievement Standards for Health, Outdoor & Physical Education A Course Year 11

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• analyses theories, concepts and models used to explain health, outdoor and physical activity • analyses principles, strategies, methodology, approaches to data and procedures • analyses health, outdoor, physical activity topics • communicates ideas with coherent arguments using appropriate evidence, language and accurate referencing	• discusses theories, concepts and models used to explain health, outdoor and physical activity • discusses principles, strategies, methodology, approaches to data and procedures • discusses health, outdoor, physical activity topics • communicates ideas and arguments using appropriate evidence, language and accurate referencing	• interprets theories, concepts and models used to explain health, outdoor and physical activity • interprets principles, strategies, methodology, approaches to data and procedures • interprets health, outdoor, physical activity topics • communicates ideas and arguments with referencing	• describes theories, concepts and models used to explain health, outdoor and physical activity • describes principles, strategies, methodology, approaches to data and procedures • describes health, outdoor, physical activity topics • communicates ideas and information with minimal referencing	• identifies theories, concepts and models used to explain health, outdoor and physical activity • identifies principles, strategies, methodology, approaches to data and procedures • identifies health, outdoor, physical activity topics • communicates limited ideas and information with limited or no referencing
Skills	• applies concepts, models, principles, methodology, ideas with control and precision to a practical context and specific physical, health or outdoor education activities • plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources • makes discerning and effective choice of principles, strategies, methodology, procedures to solve a wide range of complex problems and to enhance meaning and the physical performances of self and others • analyses practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with control to a practical context and specific physical, health or outdoor education activities • plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources • makes effective and justified choice of principles, strategies, methodology, procedures to solve a range of problems and to enhance meaning and the physical performances of self and others • discusses practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with some control to a practical context and specific physical, health or outdoor education activities • undertakes guided inquiries and describes data and information based on a appropriate sources • makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others • interprets practical techniques and performance with reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with minimal control to a practical context and specific physical, health or outdoor education activities • undertakes guided inquiries with some reference to data using limited sources • makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others • describes practical techniques and performance with some reference to specific skills criteria	• applies concepts, models, principles, methodology, ideas with little or no control in a practical context • undertakes guided research with little or no reference to data and sources • selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others • identifies practical techniques and performance with little or no reference to specific skills criteria

Achievement Standards for Health, Outdoor & Physical Education M Course

	A student who achieves an **A** *grade typically*	*A student who achieves a* **B** *grade typically*	*A student who achieves a* **C** *grade typically*	*A student who achieves a* **D** *grade typically*	*A student who achieves an* **E** *grade typically*
Knowledge and understanding	• describes strategies, procedures with independence • describes practical techniques and performance with independence	• describes strategies, procedures with some assistance • describes practical techniques and performance with some assistance	• recounts strategies, procedures with assistance • recounts practical techniques and performance with assistance	• identifies strategies, procedures with continuous guidance • identifies practical techniques and performance with continuous guidance	• identifies strategies, procedures with direct instruction • identifies practical techniques and performance with direct instruction
Skills	• communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with independence	• communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with some assistance	• communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with assistance	• communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with continuous guidance	• communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with direct instruction
	• makes discerning choice of strategies and procedures to enhance physical performances of self with independence • plans and undertakes independent inquiries with independence	• selects strategies and procedures to enhance physical performances of self with some assistance • plans and undertakes independent inquiries with some assistance	• selects strategies and procedures to enhance physical performances of self with assistance • undertakes guided inquiries with assistance	• selects strategies and procedures to enhance physical performances of self with continuous guidance • undertakes guided inquiries with continuous guidance	• selects strategies and procedures to enhance physical performances of self with direct instruction • undertakes simple research on a topic with direct instruction

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 judgements.

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

Teachers of C courses are required to present portfolios of student work for verification that units are taught and assessed as documented and validation that assessments meet industry standards. The Moderation Officer will report any concerns to the Board.

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 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.

References

The following references were used to inform the development of the Health, Outdoor and Physical Education Course Framework:

BOSTES

Syllabus. Retrieved from: http://www.boardofstudies.nsw.edu.au/

WACE

Course. Retrieved from http://www.scsa.wa.edu.au/internet/Senior_Secondary/The_WACE

QSA

Course. Retrieved from https://www.qcaa.qld.edu.au/

VCE

Study design. Retrieved from http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx

TQA

Course. Retrieved from http://www.tasc.tas.gov.au/

Course Framework Group

Name	College
Julie Bauer	Narrabundah College
Dearne Marrapodi	Radford College

Appendix A - Common Curriculum Elements

Common Curriculum Elements assist in the development of high quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix B - Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategies, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words