



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

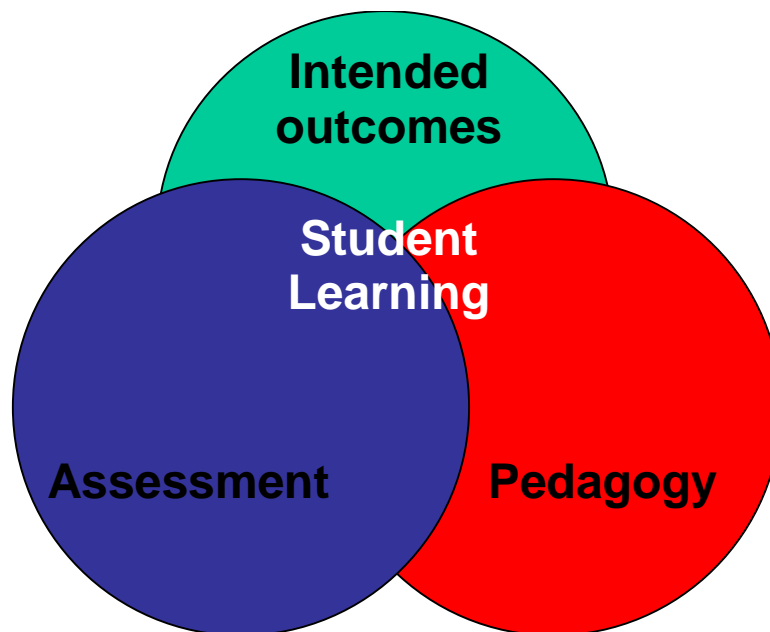
and provide students with:

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

COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.

Learning principles

1. Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
4. Learners' sense of self and motivation to learn affect learning.
(Self-concept)
5. Learning needs to take place in a context of high expectations.
(High expectations)
6. Learners learn in different ways and at different rates.
(Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
(Socio-cultural effects)

8. Learning is a social and collaborative function as well as an individual one.
(*Collaborative learning*)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(*Explicit expectations and feedback*)

THE HEALTH, OUTDOOR AND PHYSICAL EDUCATION FRAMEWORK

This Framework encompasses the previous Course Frameworks of Outdoor Education and Physical Education. It strengthens the links between Health, Outdoor and Physical Education and provides opportunities for course writers to develop new areas in health studies. There are also opportunities to develop innovative interdisciplinary courses that cross traditional discipline boundaries.

This Framework emphasises processes and content, in order for all students to develop skills in and deep understanding of Health, Outdoor and Physical Education. The responsibility for the development of content lies more appropriately with course writers. Courses should provide a diverse range of students with the opportunity to study Health, Outdoor and Physical Education relevant to their lives and futures.

RATIONALE

Health, Outdoor and Physical Education involves students learning in, about and through physical, recreational or sporting activity¹. Learning experiences in this area are designed to allow students to develop as increasingly self directed, interdependent/independent lifelong learners.

This Framework reflects the multidimensional nature of Health, Outdoor and Physical Education in the context of a diverse and changing society. These areas engage young people in developing active, balanced and healthy lifestyles using a comprehensive body of specific knowledge, principles and concepts. Participation in a wide range of activities provides opportunities to develop, practise and apply appropriate skills and knowledge in varied and challenging environments.

The curriculum enables young people to develop personal, interpersonal and physical skills, whilst promoting the whole person through intellectual, social, emotional and physical activities.

All discipline areas will expose students to knowledge and skills, which will assist them in gaining access to vocational pathways and further study in the areas of sport, outdoor recreation, leisure, sport science or health.

¹ Queensland Studies Authority, **Physical Education Senior Syllabus**, 2004.

Arnold's (1985) three dimensions of physical activity

The terms *learning in physical activity*, *learning about physical activity* and *learning through physical activity*, reflect Arnold's (1985) three dimensions of movement, which are not mutually exclusive but overlap and interrelate with each other.

- *Learning in physical activity* refers to experiential outcomes, where students directly acquire knowledge, understandings and skills as a result of thoughtful participation in physical activity (e.g. applying tactics and strategies in a game, appraising the physical capacities and requirements of an activity).
- *Learning about physical activity* refers to a rational form of inquiry, where students directly acquire knowledge and understandings as a result of studying and participating in physical activity (e.g. examining the impact of gender stereotypes on participation in physical activity and planning psychological strategies for pre-match preparation). These understandings are applied in the interpretation, analysis, synthesis and evaluation of experiences in studying physical activity.
- *Learning through physical activity* refers to instrumental outcomes where students indirectly acquire understandings, capacities and attitudes as a result of studying and participating in physical activity (e.g. increased physical fitness, aesthetic appreciation of a performance, continued participation in a physical activity).

GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to:

- understand the various factors that influence participation in physical, recreational or sporting activities
- demonstrate an enthusiasm for lifetime active involvement in sport and/or recreational activities
- demonstrate an awareness of health issues
- appreciate and take action to achieve a healthy lifestyle
- demonstrate social, personal and communication skills through their participation in and/or study of physical, recreational and sporting activities
- experience the enjoyment, challenge, self-expression and social interaction that is possible through engagement in physical, recreational or sporting activities
- understand concepts, theories and terminology related to physical, recreational or sporting activities
- interpret, analyse and critically evaluate information with reference to physical, recreational or sporting activities

Outdoor Education specific:

- develop 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 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

The essential concepts and skills of Health, Outdoor and Physical Education, include:

Health

Concepts

- nature and scope of personal and community health, physical fitness and lifestyle options
- role of leisure and recreation in the context of our modern technological society
- processes of promoting self management to achieve optimal health

Skills

- developing personal and interpersonal relationships which enhance self- esteem, leadership qualities and effective communication skills
- self-management (taking responsibility, evaluating and monitoring own performance), planning and organising (managing time and priorities, decision making and initiative)
- effective communication skills (oral and written)
- developing a lifelong interest in maintaining good health

Outdoor Education

Concepts

- relevance and wide ranging nature of outdoor recreation in modern society
- ecological processes operating within natural environments that sustain life
- human impact on and management of the natural environment
- responsibilities, roles and approaches in outdoor recreational activities
- safety and risk management in adventure activities

Skills

- problem solving - practical / theoretical solutions
- teamwork and leadership
- exploring and investigating the natural environment
- decision-making
- communication
- practical outdoor recreation activities

Physical Education

Concepts

- the role and importance of physical, sporting, and recreational activities in modern society
- appreciation of lifetime participation in and through physical, recreational and sporting activity
- the role and importance of sports participation, performance, administration and coaching
- the evolution of sport as a result of social, political, environmental, and cultural influences
- globalisation and the changing nature of the sporting environment
- the importance of human physiology and performance in the development of enhanced sporting achievement

Skills

- working effectively both individually and as a team member
- informed decision-making
- oral and written communication
- participating with enthusiasm, perseverance and adopting a responsible approach
- collecting, interpreting, analysing and critically evaluating information with reference to physical, recreational and sporting activities

Recommended content

The **suggested content** for **Health, Outdoor and Physical Education** is:

Health

- nutrition
- sun sense
- body image
- bullying
- sexual health
- gender roles
- drug use
- mental health
- lifestyle management
- genetic disorders and chronic illness
- immunisation

- workplace health and safety
- road safety (driving and pedestrian)
- health issues affecting specific populations
- community health issues
- health industry

Outdoor Education

- navigation
- safety, first-aid, and emergency response procedures
- risk management
- planning and preparation
- weather
- outdoor recreation industry
- outdoor recreation activities
- exploration and investigation of the natural environment
- environmental issues
- nutrition and hydration
- wilderness journeys
- activity specific skills in a range of areas
- leadership and teamwork skills/roles/responsibilities/processes

Physical Education

- learning and developing physical skills
- analysing technique and evaluating sport performance
- leadership, sportsmanship and teamwork
- officiating, rules and regulations of specific sports
- sport, physical activity and exercise in the context of Australian society and the global community
- processes and effects of training and exercise
- issues affecting professional and amateur sport
- understanding human physiology and anatomy
- analysing sports performance

Vocational Pathways

- Outdoor Recreation (Multiple activities)
- Sport and Recreation Industry Studies (Fitness and Administration)
- Sports Media
- Personal Training
- Sport Management

- Sport Psychology
- Sport Medicine
- Sport Trainer
- Health Industry
- Coaching and Refereeing certification

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, and consistent with the goals of this framework.

Training Packages relevant to Health, Outdoor and Physical Education are:

Community Recreation SRC20204

Community Services CHC02

Fitness Industry SRF04

Health HLT02

Outdoor Recreation Industry SRO03

Sport Industry SRS03

PEDAGOGY

Teaching and Learning Strategies

In developing strategies teachers should use the Learning Principles (see introduction) to inform their practice. Teaching strategies that are particularly relevant and effective in Health, Outdoor and Physical Education include, but are not limited to:

- using a variety of modes of presentation to address different learning styles
- brainstorming ideas to solve problems and make effective decisions
- practical activities
- excursions and field work, guest speakers
- establishing links and/or exchange with relevant individuals or groups
- teacher demonstrations, peer tutoring, student presentations, student as teacher
- inquiry based learning
- engaging in collaborative learning (eg. role plays, team projects)
- open ended activities and investigations
- use of information and communication technologies (ICT), including texts, CD ROM's, DVD's, videos, and the internet
- students reflecting on their learning (create opportunities for thinking and exploring through sharing and discussing)
- designing surveys or questionnaires
- examine/research case studies, journal articles and newspaper articles, in order to investigate and apply theoretical understandings to particular situations

- practise and reinforcement of learning by way of revision, worksheets, tests and practical activities
- personal challenges

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 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 draw on the general course framework criteria to develop assessment criteria for a task type and a continuum which indicates levels of student performance against each criterion.

Assessment Task Types

Task Type	Theoretical	Practical
	<ul style="list-style-type: none"> tests (unit tests, mid semester, end of semester) essays research assignments or projects written reports or investigations laboratories diary, journal, portfolio of practical exercises or log book video study, analysis, production website study/evaluation presentation/seminar/oral/ICT/poster/project interview response 	<ul style="list-style-type: none"> demonstration of skills participation in activity; group work or independently diary, journal, portfolio of practical exercises or log book sports leadership sports administration laboratories practical tasks & test computer simulation teamwork communication skills debates Viva Vocé
Weightings A	20% - 40%	60% - 80%
Weightings T	45% - 80%	20% - 55%

Additional Assessment Advice

A variety of task types and modes of presentations should be used during the course. The range of assessment items needs to draw on all levels and facets of thinking. Resources to support assessment practice include the revised Bloom's Taxonomy ('remember, understand, apply, analyse, evaluate and create') and Wiggins & McTighe *Facets of Understanding* ('explanation, interpretation, application, perspective, empathy and self-knowledge'). See bibliography.

The ACT Board of Senior Secondary Studies recommends 4-6 summative assessment tasks across a full semester unit and 2- 3 assessment tasks for a 0.5 unit. These should not be a compilation of a number of small discrete tasks (eg mini-tests) as these detract from assessing depth of knowledge and skill.

Notes on Task types for A courses

Theoretical	These tasks must allow students to apply their understanding, research and collect information and ideas and to present cohesive argument incorporating analysis and evaluation.
Practical	These tasks must allow students to display physical skills and demonstrate their skill development.

Notes on Task types for T courses

Theoretical	These tasks must allow students to research and collect information and ideas and to present cohesive, extended argument incorporating in-depth critical analysis and evaluation.
Practical	These tasks must allow students to demonstrate a graded level of performance and/or the application of theoretical knowledge.

Assessment Criteria

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

- Knowledge, understanding, and application
- Critical analysis
- Effective communication
- Performance skills

Relating Assessment Task Types And Assessment Criteria To The Course Framework Goals

The congruence between goals, assessment task types (the evidence) and the assessment criteria (the basis for judging the evidence) is vital in teaching and learning. The following table(s) show these relationships.

GOALS	ASSESSMENT TASK TYPES	ASSESSMENT CRITERIA
Understand the various factors that influence participation in physical, recreational or sporting activities	Theoretical Practical	<ul style="list-style-type: none"> • knowledge, understanding, and application • effective communication • critical analysis
Demonstrate an enthusiasm for lifetime active involvement in sport and/or recreational activities	Practical	<ul style="list-style-type: none"> • knowledge, understanding, and application • performance skills
Demonstrate an awareness of health issues	Theoretical	<ul style="list-style-type: none"> • knowledge, understanding, and application • effective communication
Appreciate and take action to achieve a healthy lifestyle	Theoretical Practical	<ul style="list-style-type: none"> • knowledge, understanding, and application • critical analysis • effective communication
Demonstrate social, personal and communication skills through their participation in and/or study of physical, recreational and sporting activities	Theoretical Practical	<ul style="list-style-type: none"> • knowledge, understanding, and application • effective communication • performance skills

Experience the enjoyment, challenge, self-expression and social interaction that is possible through engagement in physical, recreational or sporting activities	Practical	<ul style="list-style-type: none"> • knowledge, understanding, and application • effective communication • performance skills
Understand concepts, theories and terminology related to physical, recreational or sporting activities	Theoretical Practical	<ul style="list-style-type: none"> • knowledge, understanding, and application • critical analysis • effective communication • performance skills
Interpret, analyse and critically evaluate information with reference to physical, recreational or sporting activities	Theoretical	<ul style="list-style-type: none"> • knowledge, understanding, and application • critical analysis • effective communication

Outdoor Education specific:

Develop an understanding and appreciation of the natural environment, their place in it and how people interact with it	Theoretical Practical	<ul style="list-style-type: none"> • knowledge, understanding, and application • critical analysis • effective communication • performance skills
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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 Physical Education

A student who achieves the grade A typically	A student who achieves the grade B typically	A student who achieves the grade C typically	A student who achieves the grade D typically	A student who achieves the grade E typically
<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> demonstrates a comprehensive understanding and application of concepts, terminology, rules and strategies <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> demonstrates critical analysis and reflects thoughtfully on experiences <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> communicates effectively using a variety of modes demonstrating an excellent grasp of key concepts and terminology <p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> demonstrates a broad range of highly developed motor skills on a continual basis during individual or team activities consistently responds to corrective feedback demonstrates excellent ability to plan and organise consistently works with initiative and independence to develop and practise relevant skills consistently participates enthusiastically in a wide range of activities demonstrates an excellent understanding of safety issues, procedures and uses equipment safely is an enthusiastic and productive member/leader in any team role 	<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> demonstrates a broad understanding and application of concepts, terminology, rules and strategies <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> thinks critically and reflects on experiences <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> communicates effectively using a variety of modes demonstrating a good grasp of key concepts and terminology <p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> demonstrates a range of well developed motor skills on a regular basis during individual and team activities regularly responds to corrective feedback demonstrates thorough ability to plan and organise regularly works with enthusiasm and independence to develop and practise relevant skills regularly participates enthusiastically in a wide range of activities demonstrates a good understanding of safety issues, procedures and uses equipment safely is a productive member of a team who supports and encourages others 	<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> demonstrates a sound understanding and application of concepts, terminology, rules and strategies <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> reflects on experiences <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> communicates effectively demonstrating a sound grasp of key concepts and terminology <p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> demonstrates a range of motor skills on a regular basis in controlled situations on most occasions will respond to corrective feedback demonstrates sound ability to plan and organise works with supervision to develop and practise relevant skills participates in a range of activities demonstrates a sound understanding of safety issues and procedures and uses equipment safely contributes to and works with group members to complete set tasks 	<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> understands, applies and recognises basic concepts, terminology, rules and strategies with guidance <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> is developing reflection skills <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> communicates basic concepts and terminology in concrete terms <p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> demonstrates some motor skill development on an irregular basis occasionally responds to corrective feedback with assistance demonstrates basic planning and organisational skills works under supervision to practise and develop skills participates with encouragement in activities with direction understands safety procedures and generally uses equipment safely with supervision undertakes set tasks in group situations 	<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> understands and recognises limited basic concepts, terminology, rules and strategies with assistance <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> rarely demonstrates reflection skills <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> communicates simple concepts and terminology with assistance <p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> with assistance demonstrates limited motor skill development rarely responds to corrective feedback with direct instruction demonstrates limited planning and organisational skills works under direct supervision to practise skills demonstrates limited participation in activities rarely demonstrates safety procedures and the correct use of equipment demonstrates limited interaction with others in group situations

Unit Grade Descriptors for T Physical Education, Sports Studies, Human Movement and Health

A student who achieves the grade A typically	A student who achieves the grade B typically	A student who achieves the grade C typically	A student who achieves the grade D typically	A student who achieves the grade E typically
<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> demonstrates a comprehensive knowledge of a wide range of complex terms, concepts and interrelationships that shape decision making applies knowledge, concepts and skills to a wide range of complex, familiar and unfamiliar situations and is highly perceptive and skilful in identifying relevant information and issues. <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> analyses and evaluates facts, theories and opinions and draws appropriate and insightful conclusions demonstrates precise use of terminology and constructs a sophisticated and logical argument demonstrates initiative, makes informed choices, and has an acute awareness of bias and perspective shows a confident, accurate and sophisticated grasp of information drawn from a wide variety of sources <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> presents information from a wide variety of well referenced sources uses a variety of communication forms appropriate to the material and audience, with sophisticated structure and clarity 	<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> demonstrates a competent knowledge of a range of complex terms, concepts and interrelationships that shape decision making applies knowledge, concepts and skills to a range of complex, familiar and some unfamiliar situations and is perceptive and skilful in identifying relevant information and issues <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> analyses and evaluates facts, theories and opinions and draws appropriate conclusions demonstrates a competent use of terminology and constructs a logical argument demonstrates initiative, makes informed decisions and has an awareness of bias and perspective shows an accurate grasp of information drawn from a variety of sources <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> presents information from a variety of referenced sources uses a variety of communication forms appropriate to the material and audience, with appropriate structure and clarity 	<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> demonstrates an essential knowledge of most terms, concepts and interrelationships that shape decision making applies knowledge, concepts and skills to familiar situations and can identify relevant information and issues <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> analyses facts, theories and opinions and draws some conclusions demonstrates use of terminology and attempts to construct a logical argument demonstrates informed choices and has an accurate grasp of information drawn from a few sources <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> presents information from a few referenced sources uses appropriate communication to the task, with sound structure and clarity 	<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> demonstrates a limited knowledge of terms and concepts that shape decision making applies knowledge, concepts and skills to familiar situations with guidance <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> demonstrates limited distinction between facts and theories and draws some conclusions demonstrates limited use of terminology and attempts to construct a logical argument responds to obvious features or differences in sources produces limited summaries or descriptions from sources <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> with direction, presents information from sources communicates using basic structures 	<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> demonstrates very limited knowledge of terms and concepts applies knowledge, concepts and skills with specific instruction <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> demonstrates very limited distinction between facts and theories demonstrates very limited use of terminology responds to obvious sources on occasion <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> with assistance, locates information is developing communication skills

<p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> plans, organises and/or performs investigations with skill and initiative, independently or in a group environment plans, organises and/or performs exemplary physical skills with initiative, independently or in a group environment 	<p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> plans, organises and/or performs investigations in a productive manner independently or in a group environment plans, organises and/or performs accomplished physical skills with initiative, independently or in a group environment 	<p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> plans, organises and/or performs investigations in a productive manner independently or in a group environment with some assistance plans, organises and/or performs competent physical skills, independently or in a group environment 	<p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> works in a productive manner on guided tasks with assistance is developing physical skills 	<p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> can work on guided tasks with support with assistance, performs physical skills
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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 A Outdoor Education

A student who achieves the grade A typically	A student who achieves the grade B typically	A student who achieves the grade C typically	A student who achieves the grade D typically	A student who achieves the grade E typically
<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> understands and applies safety measures, uses appropriate equipment and techniques at all times has an excellent understanding of the theory and concepts involved appreciates the interconnectedness of the natural environment and understands the role and impact of human activity has a positive and responsible attitude towards the care and conservation of the natural environment, applies minimum impact practices at all times <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> demonstrates critical analysis and reflects thoughtfully on experiences <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> communicates effectively accepting and appreciating the values and attitudes of others in a broad range of situations communicates effectively using a variety of modes demonstrating an excellent grasp of key concepts and terminology 	<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> understands and applies safety measures, uses appropriate equipment and techniques has a very good understanding of the theory and concepts involved has a general understanding of the natural environment and human impact on it demonstrates a positive attitude to the care and conservation of the environment, applies minimum impact practices during outdoor activities <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> thinks critically and reflects on experiences <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> communicates effectively with others accepting and appreciating their values and attitudes communicates effectively using a variety of modes demonstrating a very good grasp of key concepts and terminology 	<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> applies safety measures, uses appropriate equipment and techniques has a good understanding of the theory and concepts involved has a positive attitude towards the care and conservation of the natural environment applies minimum impact practices during outdoor activities <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> reflects on experiences <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> communicates clearly with others in a range of situations communicates effectively demonstrating a sound grasp of key concepts and terminology 	<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> applies safety measures, uses appropriate equipment and techniques with direction has an understanding of the theory and concepts involved is acquiring a positive attitude towards the care and conservation of the natural environment applies minimum impact practices with direction during outdoor activities <p>CRITICAL ANALYSIS</p> <ul style="list-style-type: none"> is developing reflection skills <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> communicates with others in a range of situations demonstrates basic communication skills and a limited understanding of key concepts and terminology 	<p>KNOWLEDGE, UNDERSTANDING AND APPLICATION</p> <ul style="list-style-type: none"> is aware of safety measures, uses equipment and techniques with assistance has a basic understanding of the theory and concepts involved applies minimum impact practices with supervision during outdoor activities <p>EFFECTIVE COMMUNICATION</p> <ul style="list-style-type: none"> is developing communication skills communicates with assistance
<p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> independently prepares for and participates in a range of outdoor activities responds openly to challenges and deals thoughtfully with risks involved 	<p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> prepares for and participates in a range of outdoor activities responds to challenges willingly and understands the risks involved plans and organises outdoor experiences with others 	<p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> prepares for and participates in a range of outdoor activities responds positively to challenges and understands the risks involved assists in the planning and organising of outdoor activities 	<p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> is acquiring the organisational skills necessary to prepare for and participate in a range of outdoor activities responds to challenges as directed and understands the risks involved 	<p>PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> with supervision, prepares for and participates in a range of outdoor activities responds to challenges with assistance is acquiring cognitive and physical

<ul style="list-style-type: none"> plans and organises outdoor experiences taking into account all factors and alternative options consciously develops specific cognitive and physical skills works very effectively with others and demonstrates a high level of teamwork and leadership skills 	<p>considering relevant factors</p> <ul style="list-style-type: none"> is progressively developing cognitive and physical skills works effectively with others and demonstrates a good teamwork and leadership skills 	<ul style="list-style-type: none"> is developing physical and cognitive skills works with others and demonstrates teamwork and leadership skills 	<ul style="list-style-type: none"> develops cognitive and physical skills as required works with others and is developing teamwork and leadership skills 	<p>skills with assistance</p> <ul style="list-style-type: none"> with assistance works with others
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Unit Grade Descriptors for T Outdoor Education

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

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

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.

BIBLIOGRAPHY

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

Wiggins, G & McTighe, J 1998 *Understanding by Design*, ASCD, USA
Guidelines for the Development and Accreditation of Courses, ACT BSSS, Canberra, ACT 2006.

Australian Curriculum Documents

Board of Studies NSW

Curriculum Documents and Support materials for Personal Development, Health and Physical Education

http://www.boardofstudies.nsw.edu.au/syllabus_hsc/syllabus2000_listp.html#pdhpe

Curriculum Council of Western Australia

Curriculum Documents and Support materials for Health and PE

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

Queensland Studies Authority

Curriculum Documents and Support materials for Health and PE

http://www.qsa.qld.edu.au/yrs11_12/subjects/he/index.html

http://www.qsa.qld.edu.au/yrs11_12/subjects/pe/index.html

Senior Secondary Assessment Board of South Australia

Curriculum Documents and Support materials for PE, Health and Personal Development

<http://www.ssabsa.sa.edu.au/hpd/support.php>

Tasmanian Secondary Assessment Board

Curriculum Documents and Support materials for Health and PE

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

Victorian Curriculum and Assessment Authority

Curriculum Documents and Support materials for Health and Human Development and Physical education

<http://www.vcaa.vic.edu.au/vce/studies/healthnhuman/healthumindex.html>

<http://www.vcaa.vic.edu.au/vce/studies/physicaledu/phyeduindex.html>

COURSE FRAMEWORK DEVELOPMENT GROUP

Name	College
Peter Blunt	Lake Ginninderra College
Jenny Hall	Canberra Girls Grammar
Garry Goodman	Marist College
Paul McKew	MacKillop Catholic College
Gina O'Brien	Trinity Christian School

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

APPENDIX A

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.
<ul style="list-style-type: none"> 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 (eg estimating, reading and interpreting data, interpolation and extrapolation)
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> environmentally and culturally aware citizens 	understanding <i>the interconnectedness of the natural and constructed world; the multicultural nature of Australian society; Indigenous perspectives</i> ; and global economic, social and <i>environmental</i> issues; <i>respecting difference</i> , exercising rights and responsibilities, acting in the public sphere , understanding consequences of choices and decisions
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> independent and self-managing learners 	eg 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

<ul style="list-style-type: none"> collaborative team members 	eg 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
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and provide students with:

<ul style="list-style-type: none"> a comprehensive body of specific knowledge, principles and concepts 	through subjects, cross-disciplinary courses and/or projects, work experience
<ul style="list-style-type: none"> 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 an social and economic environment of greater individual responsibility
<ul style="list-style-type: none"> personal attributes enabling effective participation in society 	developing social skills and capabilities for citizenship, work experience and recognition of outside learning; through understanding of a globalised knowledge society