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|  | Health, Outdoor & Physical Education  Framework |

# 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.

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### 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 Course Framework should enable students to:

* analyse physical activity theories, concepts, principles, methodologies, assumptions, perspectives and ideas
* analyse the nature and purpose of physical activity and the impact of factors that influence self and others
* analyse values and attitudes and evaluate their influence on physical activity
* reflect on physical activity topics, developing social skills and awareness
* communicate in a range of modes and mediums for specific purposes and audiences
* apply movement 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
* moving our body
* 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
* 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

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| **Task Type** | **Critical Analysis and Evaluation** | **Practical**  **Skills Application** |
|  | **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 and 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

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| **Unit Grade Descriptors 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 on individuals’ health and well-being | * analyses health, outdoor, physical education theories, concepts and models and explains their limitations and assumptions on individuals’ health and well-being | * explains health, outdoor, physical education theories, concepts and models and describes their limitations and assumptions on individuals’ health and well-being | * describes health, outdoor, physical education theories, concepts and models with some reference to their limitations and assumptions on individuals’ health and well-being | * identifies health, outdoor, physical education theories, concepts and models with little or no reference to their limitations and assumptions on individuals’ health and well-being |
| * critically analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and evaluates their validity and reliability | * analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability | * explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability | * describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability | * identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to 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’ health and well-being in varied and changing contexts | * analyses the nature and purpose of health, outdoor, physical education and explains the impact of factors on individuals’ health and well-being in changing contexts | * explains the nature and purpose of health, outdoor, physical education theories and describes the impact of factors on individuals’ health and well-being in familiar contexts | * describes the nature and purpose of health, outdoor, physical education theories and identifies the impact of factors on individuals’ health and well-being in familiar contexts | * identifies the nature and purpose of health, outdoor, physical education theories with little or no reference to the impact of factors on individuals’ health and well-being |
| * critically analyses representations and interpretations of health, outdoor, physical education **topics** and evaluates their significance | * analyses representations and interpretations of health, outdoor, physical education topics and explains their significance | * explains representations and interpretations of health, outdoor, physical education topics and describes their significance | * describes representations and interpretations of health, outdoor, physical education topics and makes some reference to their significance | * identifies representations and interpretations of health, outdoor, physical education topics and makes little or no reference to their significance |
| * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas with [coherent](http://www.australiancurriculum.edu.au/Glossary?a=&t=Coherent) arguments using appropriate evidence, language and accurate referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas and arguments using appropriate evidence, language and accurate referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas and arguments with referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas and information with minimal referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=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 activities | * applies concepts, models, principles, methodology, ideas with control to a practical context and specific physical activities | * applies concepts, models, principles, methodology, ideas with some control to a practical context and specific physical activities | * applies concepts, models, principles, methodology, ideas with minimal control to a practical context and specific physical activities | * applies concepts, models, principles, methodology, ideas with little or no control in a practical context |
| * plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources | * plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources | * undertakes guided inquiries and describes data and information based on a appropriate sources | * undertakes guided inquiries with some reference to data using limited sources | * undertakes guided research with little or no reference to data and 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 | * 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 | * makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others | * makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others | * selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others |
| * evaluates with insight on practical techniques and performance with reference to specific skills criteria | * analyses with insight on practical techniques and performance with reference to specific skills criteria | * explains practical techniques and performance with reference to specific skills criteria | * describes practical techniques and performance with some reference to specific skills criteria | * identifies practical techniques and performance with little or no reference to specific skills criteria |
| **Unit Grade Descriptors 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 on individuals’ health and well-being | * analyses health, outdoor, physical education theories, concepts and models and explains their limitations and assumptions on individuals’ health and well-being | * explains health, outdoor, physical education theories, concepts and models and describes their limitations and assumptions on individuals’ health and well-being | * describes health, outdoor, physical education theories, concepts and models with some reference to their limitations and assumptions on individuals’ health and well-being | * identifies health, outdoor, physical education theories, concepts and models with little to no reference to their limitations and assumptions on individuals’ health and well-being |
| * analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and discusses their validity and reliability | * analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability | * explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability | * describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability | * identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability |
| * analyses representations and interpretations of health, outdoor, physical education topics and discusses their significance | * analyses representations and interpretations of health, outdoor, physical education topics and explains their significance | * explains representations and interpretations of health, outdoor, physical education topics describes their significance | * describes representations and interpretations of health, outdoor, physical education topics and makes some reference to their significance | * identifies representations and interpretations of health, outdoor, physical education topics and makes little or no reference to their significance |
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| Skills | * applies concepts, models, principles, methodology, ideas with control and precision to a practical context and specific physical activities | * applies concepts, models, principles, methodology, ideas with control to a practical context and specific physical activities | * applies concepts, models, principles, methodology, ideas with some control to a practical context and specific physical activities | * applies concepts, models, principles, methodology, ideas with minimal control to a practical context and specific physical activities | * applies concepts, models, principles, methodology, ideas with little or no control in a practical context |
| * plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources | * plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources | * undertakes guided inquiries and describes data and information based on a appropriate sources | * undertakes guided inquiries with some reference to data using limited sources | * undertakes guided research with little or no reference to data and 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 | * 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 | * makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others | * makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others | * selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others |
| * analyses with insight on practical techniques and performance with reference to specific skills criteria | * analyses practical techniques and performance with reference to specific skills criteria | * explains practical techniques and performance with reference to specific skills criteria | * describes practical techniques and performance with some reference to specific skills criteria | * identifies practical techniques and performance with little or no reference to specific skills criteria |

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| **Unit Grade Descriptors 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 |
| * analyses health, outdoor, physical education theories, concepts and models and explains their limitations and assumptions on individuals’ health and well-being | * explains health, outdoor, physical education theories, concepts and models and discusses their limitations and assumptions on individuals’ health and well-being | * discuses health, outdoor, physical education theories, concepts and models and describes their limitations and assumptions on individuals’ health and well-being | * describes health, outdoor, physical education theories, concepts and models with some reference to their limitations and assumptions on individuals’ health and well-being | * identifies health, outdoor, physical education theories, concepts and models with little to no reference to their limitations and assumptions on individuals’ health and well-being |
| * analyses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and explains their validity and reliability | * explains health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and discuses their validity and reliability | * discusses health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures and describes their validity and reliability | * describes health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with some reference to their validity and reliability | * identifies health, outdoor, physical education principles, strategies, methodology, approaches to data, procedures with little or no reference to their validity and reliability |
| * analyses health, outdoor, physical activity topics and explains their significance | * explains health, outdoor, physical education topics and discuses their significance | * discusses health, outdoor, physical education topics describes their significance | * describes health, outdoor, physical education topics and makes some reference to their significance | * identifies health, outdoor, physical education topics and makes little or no reference to their significance |
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| * 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 | * 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 | * makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others | * makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others | * selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others |
| * analyses practical techniques and performance with reference to specific skills criteria | * explains practical techniques and performance with reference to specific skills criteria | * describes practical techniques and performance with reference to specific skills criteria | * identifies practical techniques and performance with some reference to specific skills criteria | * identifies practical techniques and performance with little or no reference to specific skills criteria |

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| **Unit Grade Descriptors 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 |
| * analyses theories, concepts and models used to explain health, outdoor and physical activity | * discusses theories, concepts and models used to explain health, outdoor and physical activity | * interprets theories, concepts and models used to explain health, outdoor and physical activity | * describes theories, concepts and models used to explain health, outdoor and physical activity | * identifies theories, concepts and models used to explain health, outdoor and physical activity |
| * analyses principles, strategies, methodology, approaches to data and procedures | * discusses principles, strategies, methodology, approaches to data and procedures | * interprets principles, strategies, methodology, approaches to data and procedures | * describes principles, strategies, methodology, approaches to data and procedures | * identifies principles, strategies, methodology, approaches to data and procedures |
| * analyses health, outdoor, physical activity topics | * discusses health, outdoor, physical activity topics | * interprets health, outdoor, physical activity topics | * describes health, outdoor, physical activity topics | * identifies health, outdoor, physical activity topics |
| * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas with [coherent](http://www.australiancurriculum.edu.au/Glossary?a=&t=Coherent) arguments using appropriate evidence, language and accurate referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas and arguments using appropriate evidence, language and accurate referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas and arguments with referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) ideas and information with minimal referencing | * [communicates](http://www.australiancurriculum.edu.au/Glossary?a=&t=Communicates) limited ideas and information with limited or no referencing |
| * applies concepts, models, principles, methodology, ideas with control and precision to a practical context and specific physical activities | * applies concepts, models, principles, methodology, ideas with control to a practical context and specific physical activities | * applies concepts, models, principles, methodology, ideas with some control to a practical context and specific physical activities | * applies concepts, models, principles, methodology, ideas with minimal control to a practical context and specific physical activities | * applies concepts, models, principles, methodology, ideas with little or no control in a practical context |
| * plans and undertakes independent inquiries and analyses relevant data and information based on critical evaluation of valid and reliable sources | * plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources | * undertakes guided inquiries and describes data and information based on a appropriate sources | * undertakes guided inquiries with some reference to data using limited sources | * undertakes guided research with little or no reference to data and 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 | * 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 | * makes effective choice of strategies, methodology, procedures to solve problems and to enhance physical performances of self and others | * makes some effective choice of strategies, methodology, procedures to solve problems with some impact on physical performances of self and others | * selects strategies, methodology, procedures to solve problems with little or no impact on physical performances of self and others |
| * analyses practical techniques and performance with reference to specific skills criteria | * discusses practical techniques and performance with reference to specific skills criteria | * interprets practical techniques and performance with reference to specific skills criteria | * describes practical techniques and performance with some reference to specific skills criteria | * identifies practical techniques and performance with little or no reference to specific skills criteria |

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| Unit Grade Descriptors 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 strategies, procedures with some assistance | * recounts strategies, procedures with assistance | * identifies strategies, procedures with continuous guidance | * identifies strategies, procedures with direct instruction |
| * describes practical techniques and performance with independence | * describes practical techniques and performance with some assistance | * recounts practical techniques and performance with assistance | * identifies practical techniques and performance with continuous guidance | * 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 |
| * plans and undertakes independent inquiries with independence | * plans and undertakes independent inquiries with some assistance | * undertakes guided inquiries with assistance | * undertakes guided inquiries with continuous guidance | * 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

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## Course Framework Group

|  |  |
| --- | --- |
| **Name** | **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

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| --- | --- |
| 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 |