

# VCE PHYSICAL EDUCATION

What's new? 2025 - 2029

Introduction, Unit 4 Area of Study  
3 and Assessment

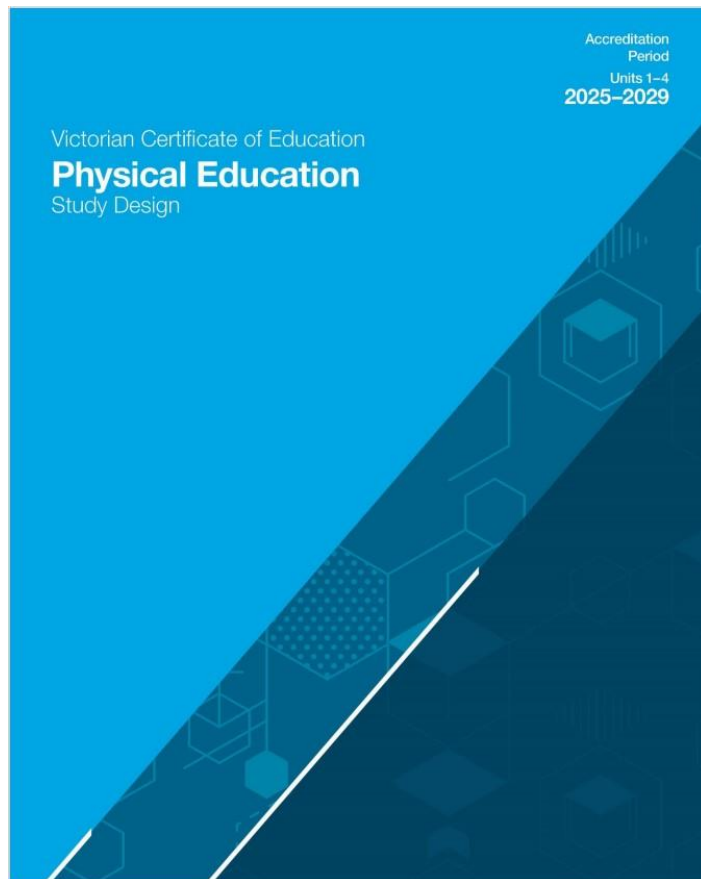
# Acknowledgement of Country

The VCAA respectfully acknowledges the Traditional Owners of Country throughout Victoria and pays respect to the ongoing living cultures of First Peoples.



## PURPOSE OF VIDEO

- Overview of complete Study Design structure – including the ‘big changes’
- Changes to the foundational information (including Characteristics of the Study)
- Unit 4 Area of Study 3
- Assessment structure changes

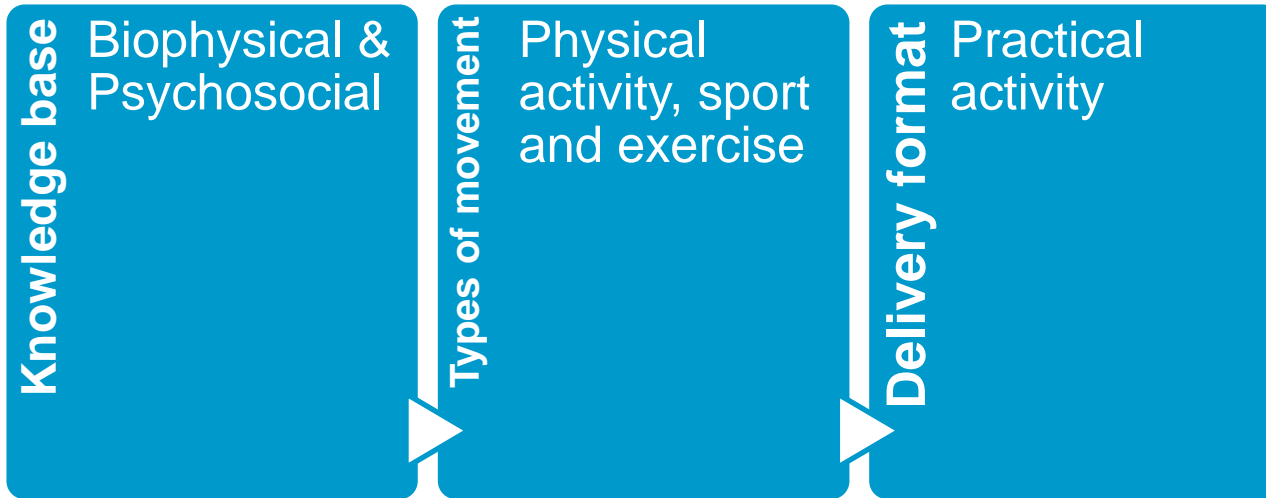


# The 'big changes' overview

- Characteristics of Study introduced
- Highlighting associated Propositions – connecting with F-10
- Expanded use of reflective folio
- A new extended response assessment type
- Increased emphasis on applied understanding (less on rote learning) – i.e. fitness components & fitness testing
- U2 AOS 2 and
- U4 AOS 3 (Enhanced focus on integration & interdisciplinary approaches)

# Scope

*Defines the boundaries of the subject material*



# Rationale

| Movement  |  |                         |
|---|--|-------------------------|
| <b>Context for learning<br/><i>about</i> movement</b>             | Evaluate the influences on movement for <i>participation &amp; performance</i> | <b>Reflective folio</b> |
| <b>Participatory perspectives of affect of movement on health</b> | Physical, social, emotional, mental spiritual domain                           |                         |
| <b>Theoretical application<br/><i>in and through</i> movement</b> | Biophysical & Psychosocial knowledge   |                         |

# Aims

- Integration of theoretical understanding with practical understanding
- Knowledge & skills to critically evaluate participation in, through & about movement
- Analyse how do body systems work together (U1, U3 - biophysical)
- Evaluate trends in participation in movement (U2 - psychosocial)
- Apply training principles and methods to improve performance (U4 – biophysical)

# Characteristics of study

## Key concepts, contexts and skills

- Conceptual knowledge (p.11)
- Context for learning (p.12)
- Propositions of HPE (p.12)
- Data analysis (p.13)



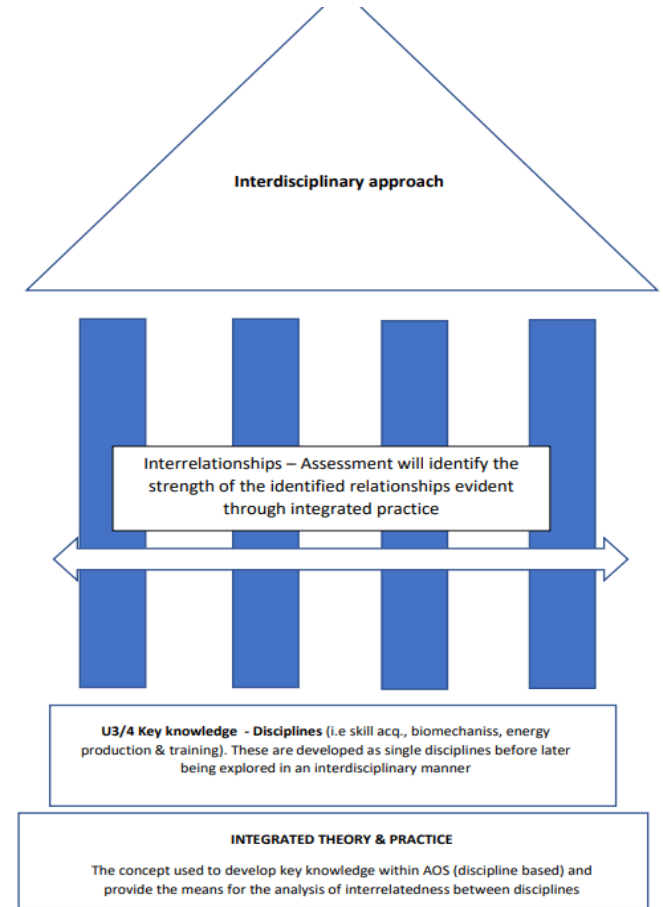
# Characteristics of study

## Approaches to learning in VCE PE

- Integration (p.13)
- Reflective folio (p.13)
- Interdisciplinary approach (p.14)
- Unit 4 Area of Study 3 – Using integration to inform an interdisciplinary approach (through the reflective folio) (p.14)

# Integration & interdisciplinary focus

- **Integration** – *The development of theoretical knowledge through and in practical activities.*
- The vehicle for students to use practical activity as a valid means for the development and application of theoretical knowledge.
- **Interdisciplinary approach** - providing students an opportunity to *identify interconnectedness between theoretical discipline areas*



# Unit 4 Area of Study 3

*analyse the interrelationships between skill acquisition, biomechanics, energy production and training, and the impacts these have on performance.*

- No new content – completed through the practical activity & assessment
- Draws together knowledge from all aspects of the course
  - U3 AOS 1 (skill acquisition/biomechanics - including coaching)
  - U3 AOS 2 (energy production)
  - U4 AOS 1 & U4 AOS 2 (training)
- Students reflect on their participation in a practical activity that either:
  - focusses on 1 movement skill, the performance of which is compared to another individual completing the same skill
  - focusses on their participation in 2 different movement skills.

# Unit 4 Area of Study 3

*analyse the interrelationships between skill acquisition, biomechanics, energy production and training, and the impacts these have on performance.*

- An extended response & accompanying planning tool will be used to assess this area of study.
- Students will use a planning tool to determine and explore links between theoretical concepts and the practical activity (refer to their reflective folio)
- Students then use their planning tool to respond to an extended response question provided
- The planning tool and the extended response will both form part of the final assessment for this school-assessed coursework task.

# Assessment

- Task types (introduction of an extended response task)
- Reflective folio
- Assessment weighting (20% U3 and 30% U4)

# What?

Type  
Assessment principles  
Designing the task  
Assessment tool

# Why?

Can only use one task type per unit – Why this one?  
If choosing more than one task per Outcome – Why?  
Is the assessment tool appropriate for the task?

# When?

Time to cover content  
Preparatory tasks  
Task time

# How?

Drafting & testing the task  
SAC conditions  
Instructions & notification  
Assessing the task

# Planning

# Publicly available assessment products

- VCE assessment principles (valid, reasonable, equitable, balanced and efficient)
- School based assessment tasks must be entirely unique (not available in the public domain)

# Contact

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