**Chris Clark** - My name is Chris Clark, and I'm the curriculum manager for Health PE at the VCAA. It's my pleasure to bring to you the first of five What's New videos intended to support teachers understand the key changes to the recently revised Physical Education Study Design. This series of videos is the first step in a phase familiarisation programme that will lead onto publication of support materials and webinars.

In this video, we'll look at some important changes in the structure of the VCE PE study design. I'll introduce arguably the most significant change, Unit 4 Area of Study 3, and we'll also look at assessment changes across the study. The following four videos will then look at changes within each unit of study. As per all recently revised VCE studies, a foundational change is the introduction of the Characteristics of Study section, which sits at the front of the study design. This section is designed to articulate the underpinning organising ideas of the study, and are reflected across Unit 1 to Unit 4. In light of the work ongoing to revise the Victorian Curriculum F-10, it is timely that a renewed emphasis is on connecting F-10 with VCE studies. This has been done by identifying the key propositions from the Victorian Curriculum Health and Physical Education that have meaning in VCE Physical Education, and we'll look at those shortly.

The reflective folio will now cover Units 1 to Unit 4, focusing on students' reflection on their participatory perspectives in practical activity, and not just making theoretical links. I will shortly cover in more detail, the inclusion of Unit 4 Area of Study 3 in the revised study, and this is designed to complement the experiential learning focus. The extended response assessment type is a new assessment task type that has been introduced in Unit 3 and Unit 4 assessment, and is designed to complement the enhanced focus on integrated and interdisciplinary learning and develop students' ability to respond in an extended way. You'll note a modification in the organisation of some knowledge to shift the focus from memorising information to applying information, and one such example is covered in our Unit 4 video.

Unit 2 Area of Study 2 has been restructured to provide more explicit guidance on the contemporary issues that can now be explored. We will now take a look at some of the key components in the front end of the study design, starting with the scope. The scope defines the boundaries of the subject material. Biophysical knowledge and psychosocial knowledge are two new terms that appear first here in the scope, and then throughout the study. These terms have been introduced for simplicity when referring to the multiple knowledge areas included within each classification. For example, anatomical, biological, physiological, and skill acquisition for the biophysical classification, and psychological and sociocultural for the psychosocial classification. The types of movement, physical activity, sport, and exercise, used to develop biophysical and psychosocial theoretical knowledge are referred to within the scope of the study.

These are defined within the characteristics of study section. Finally, the delivery format for the types of movement practical activity is described, specifically the notion of how practical activity might be embedded within a teaching and learning programme is included. That being opportunistic, structured, or investigative opportunities for practical activity. Looking at the rationale of study. The rationale identifies the academic value of a VCE study, and creates connection with opportunities beyond the study, be it further study and/or industry employment.

The revised study places a renewed focus on movement essential to the importance of VCE Physical Education, specifically the value VCE Physical Education has in developing the knowledge and skills to recognise influences on enhancing and refining movement that promotes participation and performance, and ultimately health and wellbeing. Integral to communicating the importance of this to students, is the reflective folio. The use of this has been expanded across the breadth of units one to 4 in the revised study, with an emphasis on students reflecting on their participatory perspectives in movement completed in class, with respect to the domains of health that movement can positively influence. The reflective folio will also naturally have an important role as a tool to allow for students to record their development of theoretical knowledge through and in the practical activities completed.

The aims of the study outline at a granular level, what students can expect to achieve through the subject. Not surprisingly, the aims of the revised study provide the scope of biophysical and psychosocial knowledge across the four units as shown here. The aims also affirm the place of integration in achieving this, whereby theoretical knowledge is developed in and through movement. As mentioned, the Characteristics of Study are a defined set of underpinning themes, content, and skills that encapsulate the VCE Physical Education unit 1 to 4 experience, and should form the backbone of the planning of teaching and learning programmes for teachers in enacting VCE Physical Education.

The Characteristics of Study broken into two subheadings, key concepts, contexts, and skills, and approaches to learning in VCE Physical Education. As mentioned previously, our key concepts are our broad discipline areas of biophysical and psychosocial knowledge bases. This section also provides a VCE Physical Education take on what is defined as the classifications of movement, that being physical activity, sport, and exercise. The context for learning remains a desire for students to develop their understanding of how to enhance participation and optimise performance in physical activity, sport, and exercise. As noted, there is an increased connectedness with the F-10 Health and Physical Education Victorian Curriculum, through the acknowledgement of the importance of the following propositions of that curriculum in VCE Physical Education. That is, taking a strengths-based approach, practising critical inquiry and valuing movement.

Data analysis remains integral to learning in VCE Physical Education, particularly evident through the retention of the collection and analysis of primary and secondary data throughout the study. Looking at the approaches to learning in VCE Physical Education, whilst the inclusion of Unit 4 Area of Study 3 explicitly demonstrates the value being placed on an integrated and interdisciplinary approach to learning, it is important to emphasise that these approaches should be applied throughout VCE Physical Education units 1 and 2. For example, an integrated approach or the development of theoretical knowledge in and through movement, should be reflected in a Unit 1 and Unit 2 programme where a teaching and learning programme should be developed with the following question at the front of mind. Why can't this be taught practically?

The next slide demonstrates how the approaches to learning in VCE Physical Education are connected. This slide demonstrates how an integrated and interdisciplinary approach is both connected, and should be applied through VCE Physical Education. The term integration encourages teachers to look for meaningful opportunities to utilise movement as the vehicle for the development of theoretical knowledge. The utilisation of an integrated approach values movement as a powerful tool for learning, and not only as a means for reinforcing previously learned theoretical content. An interdisciplinary approach encourages teachers and students to look for connectedness between discipline areas as a means for promoting deeper learning that reflects the complexities of the world in which we live. While explicit reference is made to the development of interdisciplinary knowledge in units 3 and 4 via Unit 4 Area of Study 3, meaningful opportunities exist throughout unit 1 and unit 2 for teachers to promote links between discipline areas to deepen student understanding.

Unit 4 Area of Study 3 requires students to integrate theory and practise and adopt an interdisciplinary approach that provides students the opportunity to analyse the interrelationships between skill acquisition, biomechanics, energy production, and training, and the impacts these have on performance. Importantly, this area of study has no new key knowledge that is to be taught. The two key knowledge points that are situated within Unit 4 Area of Study 3 incorporate the process of completing the assessment task using an integrated and interdisciplinary approach, and the key skills refer to what students will be expected to do to demonstrate their understanding, with a particular focus on the use of primary data.

Teachers will choose to implement this area of study in one of two ways, either through student participation in a practical activity that focuses on one movement skill, the performance of which is then compared to another individual completing the same skill, or focuses on student participation, completing two different movement skills. We now turn our attention to how Unit 4 Area of Study 3 is assessed. Students will be expected to use the practical activity to demonstrate the broad connections throughout the whole of the course with their planning tool, such as a mind map. However, the extended response question will narrow down the focus of the student's written response. Teachers will select one to two specific elements from each of the 4 broad discipline areas, skill acquisition, biomechanics, energy production, and training, to be the focus of the response, and students will use their planning tool to formulate this response. The extended response question used in recent VCE Physical Education examination papers, is a good example of focusing on specific elements within broad discipline areas, such as Newton's Third Law as a specific element within the biomechanics discipline area.

We will now turn our attention to looking more broadly at the changes to assessment across the whole of the revised VCE PE study design. We have noted previously the introduction of an extended response task at Unit 3 and Unit 4. We also have expanded the use of the reflective folio to now include all of Units 1 to Unit 4. The reflective folio has the capacity to serve several purposes, first and foremost, as a tool to allow students to reflect on their participation in a practical activity. It also can be used as a formative assessment tool to assist with determining satisfactory achievement of an outcome, and as a tool to record primary data for assessment and authentication purposes.

The change to assessment weighting at Unit 3 and Unit 4 reflects the inclusion of a third area of study at Unit 4, and the associated SAC task, and also acknowledges that the composition of Unit 4 Area of Study 3 includes Unit 3 content, hence the difference in weighting. Importantly, given the nature of Unit 4 Area of Study 3, in that it draws on content across the whole of Unit 3 and Unit 4, is important to note that from an examination perspective, there is no additional importance placed on Unit 4 content, nor would there be additional Unit 4 content in the composition of the exam paper.

This slide provides an overview of an example of the assessment task development process that a teacher can go through in developing assessment task types throughout the VCE PE study design. It also reflects the structure of the support materials with detailed examples of different assessment task types, and the considerations required for each. This is designed to support teachers on what is expected in delivering each task type to students. When developing assessment task types, it is important to remember that assessment is an integral part of teaching and learning at the senior secondary level, and amongst other outcomes, describes student achievement. Importantly, at a Unit 3 and 4 level, this includes the judgement of performance and reporting a level of achievement through external assessment tasks such as SACs in VCE Physical Education.

Therefore, to ensure assessment tasks enable judgments to be made about the demonstration of the outcomes and levels of achievement fairly, in a balanced way, and without adverse effects on the curriculum, or for the education system, a set of assessment principles must be adhered to when designing and implementing SAC tasks. To ensure validity of the task and equity for all students across the state, teachers must ensure that each SAC task is entirely unique and not available in the public domain for students to gain an unfair advantage. Therefore, the use of commercial products or publicly available past examination or sample questions must be confined to use as practise tasks only. They cannot form the basis of the development of a SAC task. This includes cutting and pasting questions from different tasks together to form a new task, rearranging the order of questions from commercial tasks, or simply switching out one element within a specific question.

Thank you for connecting with the first of our VCAA videos, introducing the revised study. I'd like to thank teachers who have engaged with the process of developing and providing feedback that has shaped the revised study, and especially thank teachers who are engaging in professional learning such as this to support students in their learning within VCE PE. I encourage teachers to take the time to view each unit video, engage with the support materials and webinars when made available. If at any time, you require further assistance, please don't hesitate to contact me.

[Copyright Victorian Curriculum and Assessment Authority](https://www.vcaa.vic.edu.au/Footer/Pages/Copyright.aspx) 2023