**Narrator** - These slides and video will go through the changes to unit 1 from a content and assessment perspective. Videos have been provided for all units, so please refer to the VCAA resources and documents for further support as we move into the new VCE PE Study Design. Unit 1, area of study 1. How does the musculoskeletal system work to produce movement? In this unit, there is a large focus on the biophysical element of the course. The title of the unit remains unchanged, as does much of the content. There has been a slight reshaping of the unit to remove the overlap of the types of physical activity that were covered in both unit 1 and unit 2 in the previous study design.

So, the concept of physical activity and enablers are now just in unit 2. Some minor changes include the removal of isokinetic muscle contraction and the addition of eccentric and concentric muscle contraction. The interaction of muscles and joints can be discussed through the teaching of anatomical lever systems. This enables a base understanding of structure and examples from which third class levers and mechanical advantage can be explored when considering performance in unit 3. Rehabilitation has been added to warmup and cool down when considering physiological strategies to prevent musculoskeletal injuries.

The terms "permitted" and "prohibited" replace "illegal" and "legal" when considering potential benefits and harms of substances and methods that enhance performance of the musculoskeletal system. This language reflects the language used by the world anti-doping agency and is also being used in area of study 2 when exploring the cardiorespiratory system. The ethical and sociocultural considerations have been removed as a key knowledge point from this area of study, but remain in area of study 2 of unit 1. This is to try and limit the overlap and reteaching, but it's still appropriate to use these terms when considering all ergogenic aids, no matter the targeted body system.

Many of the key skill alterations link directly to the addition or removal of key knowledge points. For example, the key skill related to the type of physical activity as well as ethical and sociocultural considerations have been removed. In a similar way to the key skills in all areas of study, the changes to this area of study make the approach to the unit contemporary, create consistency to changes in other areas of study across the study design, and put movement in focus as the tool by which learning occurs.

The first dot point on this slide is an extraction from 1 of the key skills and reflects these changes. The use of the command word "participate" throughout the key skills require movement experiences to be included in the delivery of content, and the lever systems reflect the change to the key knowledge of this area of study. Other minor alterations include the requirement to identify structures and functions of the systems and differentiate the role of agonists, antagonists, and stabilisers, rather than just describe, which was in the previous study design.

Unit 1, area of study 2. What role does the cardiorespiratory system play in movement? This also has a large biophysical focus. It replaces the previous study design title. How does the cardiorespiratory system function at rest and during physical activity? The language for both areas of study are now the same, with the only difference being the targeted body systems. You'll note some changes around movement opportunities available to be more broad physical activity, sport and exercise, which is consistent with changes across the study design. The specific components of blood are not listed in the new study design, but still required as the structure and function of blood has joined the heart and blood vessels in the first key knowledge point of this area of study.

Thermo regulation remains an important concept, but by removing homeostasis, hypothermia, and hypothermia, the focus is really on thermo regulation during rest and then during physical activity, sport and exercise. The specific examples of cardiovascular and respiratory health have been removed. However, they can still be addressed via the inclusion of the impact of regular aerobic exercise on enhancing the capacity and function of these systems. Gene doping has been added to the list of permitted and prohibited substances and methods.

As mentioned in area of study 1, ethical and sociocultural considerations have just been listed within a key knowledge point in this area of study, but can be applied to both areas of study. Again, many of the key skill alterations linked directly to the addition or removal of key knowledge points. A few important changes to note have been listed on this slide. Consistent with changes throughout the study design, the use of primary data is required to measure and analyse the changes to the systems at rest and during different movement experiences. This means that students need to be using information and data they have collected, either on themselves or on others.

There's been an inclusion of the requirement to examine the process of thermo regulation and a new key skill, which combines a few key skills from the previous study design and uses an umbrella term of the impacts of regular aerobic exercise, which advocates a strength-based approach. Sociocultural considerations combines the social and cultural considerations in the previous study design and brings in an element of psychosocial to this area of study. Assessment.

For outcome 1, the assessment task remains a written report, analysing participation in four physical activities. And there is some additional language requiring students to integrate theoretical knowledge and practical application in their report. While this has always been important and best practise, it is now a requirement and will support students in their experience of this type of assessment in preparation for unit four, area of study three.

There's 1 other task for the assessment of outcome 1, and then one for outcome 2. The option for an extended response using a visual planning tool is available, and there is a requirement for a written report in outcome 1. So, this has been removed as an option, as has the option for structured questions.

Thank you for connecting with the VCE PE videos, introducing the revised study. Please take the time to view each video, which breaks down amendments within each unit, and also connect with further professional learning opportunities in the way of support material and webinars to enhance your understanding of the revised study. If, at any time, you require further assistance, please don't hesitate to contact Chris Clark, curriculum manager at the VCAA for Health and Physical Education, and the details are on the screen now.

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