

# VCE PHYSICAL EDUCATION

What's new? 2025 - 2029

Unit 2

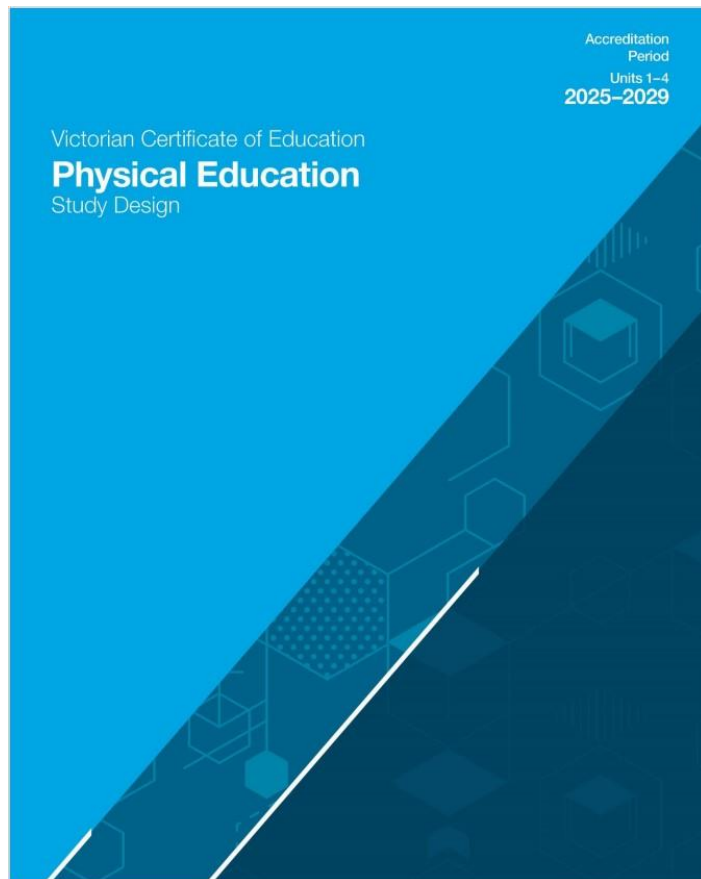
# Acknowledgement of Country

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

- Changes to Unit 2
  - Content
  - Assessment



# Key Knowledge Unit 2 AOS 1

- Sport (formal and informal)/spiritual benefits/sociocultural enablers and barriers
- Prevalence and trends of physical activity, physical inactivity and sedentary behaviour – and tools to measure (wearable technologies)
- Physical activity and sedentary behaviour guidelines for different age population groups
- Social-ecological model
  - Range of population-based initiatives

# Key Knowledge Unit 2 AOS 1

- Personalised program
  - Health related fitness components
  - Functional Movement Assessment (FMA)
  - Self-management skills

# Key Skills Unit 2 AOS 1

- Participate in a variety of movement experiences to reflect on/record information
- Critique and create physical activity initiatives
- Explain health-related fitness components/factors affecting
- Justify an appropriate FMA
  - physiological, psychological and sociocultural perspective
- Gather primary data about strengths and limitations of the program design

# Key Knowledge Unit 2 AOS 2

- Issues that influence access to, and inclusion, participation and performance in, physical activity and sport, such as:
- Intrapersonal
  - hormonal considerations for physical activity prescription
  - injuries, such as concussion and knee injuries, and safety
  - psychological skills, including sleep and accompanying strategies
  - mental fitness, including the role of physical activity and the responsibility of elite sport pathways

# Key Knowledge Unit 2 AOS 2

- Interpersonal
  - geographic location (rural and urban)
  - coaching (styles, planning/program design and ethical behaviour, such as safeguarding athletes)
  - sports technology and the impacts of media on beliefs and behaviour
  - institutional and structural inclusion and equity in sport (for Aboriginal and Torres Strait Islander Peoples, and in consideration of cultural diversity, physical and intellectual diversity, and gender and sexual diversity)



# Key Skills Unit 2 AOS 2

- **Explain** contemporary intrapersonal and interpersonal issues
- **Propose** ethical strategies to enhance access to, and inclusion, participation and performance
- **Prescribe**, participate in and reflect on movement experiences that illustrate different perspectives on the selected issue

# Assessment

## Outcome 1

- Written plan/multimedia presentation
- Increase physical activity levels and/or reduce sedentary behaviour
  - Based on reflections from participation
  - For an individual or group

## Outcome 2

- Extended-response question
  - uses a visual planning tool

# Contact

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