**Narrator** - These slides and video will go through the changes to Unit 3 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 3, Area Of Study 1, how are movement skills improved? This area of study explores both the biophysical, in skill acquisition and biomechanics, and psychosocial in the sociocultural influences on participation and performance. For more on these terms and what they mean, please refer to the appropriate VCAA video and resource.

Skill acquisition has been restructured. Contemporary language has been included in the approach to skill acquisition through the addition of linear and non-linear theories of skill acquisition through direct and constraint-based approach. The change in this language still allows for exploration of task constraints used within these approaches. Psychological skills, including motivation, confidence, optimal arousal, and concentration for developing skills, and the strategies to enhance these skills has been moved to this area of study. Part and whole practise has now been explicitly stated as types of practise to consider when scheduling and prescribing practise. The content on biomechanics has been refined, and there is a slight reduction in content.

The focus for Newton's laws will be around linear motion. Students will not have to apply the laws to angular motion. However, they do need to understand angular motion as indicated by the inclusion of torque as a key term. Distance and displacement have been removed as key terms, and with a focus on human movement in a physical activity context, the content on levers has been refined and now requires students to focus on 3rd class levers only and their performance impact when mechanical advantage is manipulated.

The number of key skills in this area of study has been reduced. However, the requirements of the skills remain. There's simply been a refinement of language. Importantly, there is still, perhaps even more so, an emphasis on learning through movement, and the intentional command words used focus the requirements of the teaching and learning programme to this. There is an addition of a standalone key skill requiring the analysis of primary data, and the last five key skills of the previous study design are now wrapped up in a succinct key skill point, which is included in full in this slide.

So, "Participate in, describe and develop coaching strategies to enhance participation and performance, considering the needs of the learner" refers to factors such as the stages of learning, their level of motivation, the feedback required, practise scheduling, and these often, but not always, overlap the requirements of the skill, which may refer to complexity of the task, fatigability, environment, et cetera.

There's been some slight nuances in the language of the new assessment outcome wording to highlight the importance of drawing on experiences when participating in practical activities. The use of the term "primary data" directs the teaching and learning programme to include these experiences often. Specific types of movement has been included in the assessment outcome, so physical activity, sport, and exercise, to broaden the movement experiences considered, but the assessment task remains the same, structured questions, and these should draw on personalised movement experiences in and around the classroom.

The weighting allocation of the SAC does not, in any way, reduce the importance of the content. The numbers have been modified to account for Unit 4, Area Of Study 3. Unit 4, Area Of Study 3, will draw on the understandings from this area of study, and for more information, refer to the VCAA resources and webinar outlining the rationale and requirements for this addition to the study design. Unit 3, Area Of Study 2, how does the body produce movement? This is an area of study that has been, and remains, an important part of the biophysical component of performance.

So, there's been a shift to the use of the term "physical activity" as a more umbrella term rather than sport and/or exercise in many of the points. This allows practical classes on a broader range of movement experiences. One example is listed here, so the oxygen uptake during physical activity, but you'll find more alterations throughout the study design, and for more detailed information on the definitions of these, please refer to the study design and the VCAA support material for teachers.

The key knowledge for energy systems has remained fairly consistent with the previous study design. It's important to note that fuel is still integral to the understanding of energy production and that the key terms "rate" and "yield" remain. Energy system interplay also remains and is an important concept to be taught across a variety of intensities and durations of movement experiences.

The three muscular fatigue mechanisms remain unchanged in the scope of the course and the delivery of content, that is, fuel depletion, accumulation of metabolic byproducts, and thermoregulatory fatigue. As an important concept that requires an in-depth understanding of energy systems as well as prescription of recovery strategies, fatigue has been allocated its own dot point in the revised study design, and do note that the concept of fatigue in the scope of the study design remains muscular fatigue and does not include central fatigue.

The biggest change to this area of study is the addition of the nutritional and hydration strategies. These have been moved to this area of study, and there are new requirements. While the previous study design required recovery only, the new study design links carbohydrate ingestion, protein, and water to their role in enhancing performance, delaying fatigue, as well as improving recovery.

The key skills for energy systems have been reworked, with just some minor changes consistent with the rest of the study design, which allows a broader exploration of movement experiences rather than just exercise or sport. The command terms for learning continue to direct teachers and students towards participation and the analysis and reporting and recording in the reflective folio of these movement experiences. Specifically, to this area of study, the key skill associated with fatigue mechanisms now asks students to explore individual and environmental factors.

So, individual factors might refer to training status, nutritional status, and environmental might include factors such as the temperature that the performer is participating in. Students need to be able to describe how nutritional and hydration strategies enhance performance, delay fatigue, and improve recovery. The two SACs from the previous study design have been combined into one laboratory report. All key knowledge, key skill points from Unit 3, Area Of Study 2, can be assessed in this report. Nutrition and hydration can be accessed through the description of strategies that might optimise performance, prevent fatigue, limit fatigue, and enhance recovery. The weighting of this task is identical to Unit 3, Area Of Study 1, and forms half of the school-based marks allocated for Unit 3.

Thank you for watching the Unit 3 VCE PE video, introducing the revised study design. Please take the time to view each unit video, which breaks down amendments within each unit, and also, connect with further professional learning opportunities in the way of support material, when they are released, 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, the Curriculum Manager at the VCAA for Health and Physical Education, and the details are in this slide.

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