

VCE PHYSICAL EDUCATION – Unit 1 & 2

Unpacking the changes to the revised
Study Design (2025)


Webinar – August 2024

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.





Asking Questions

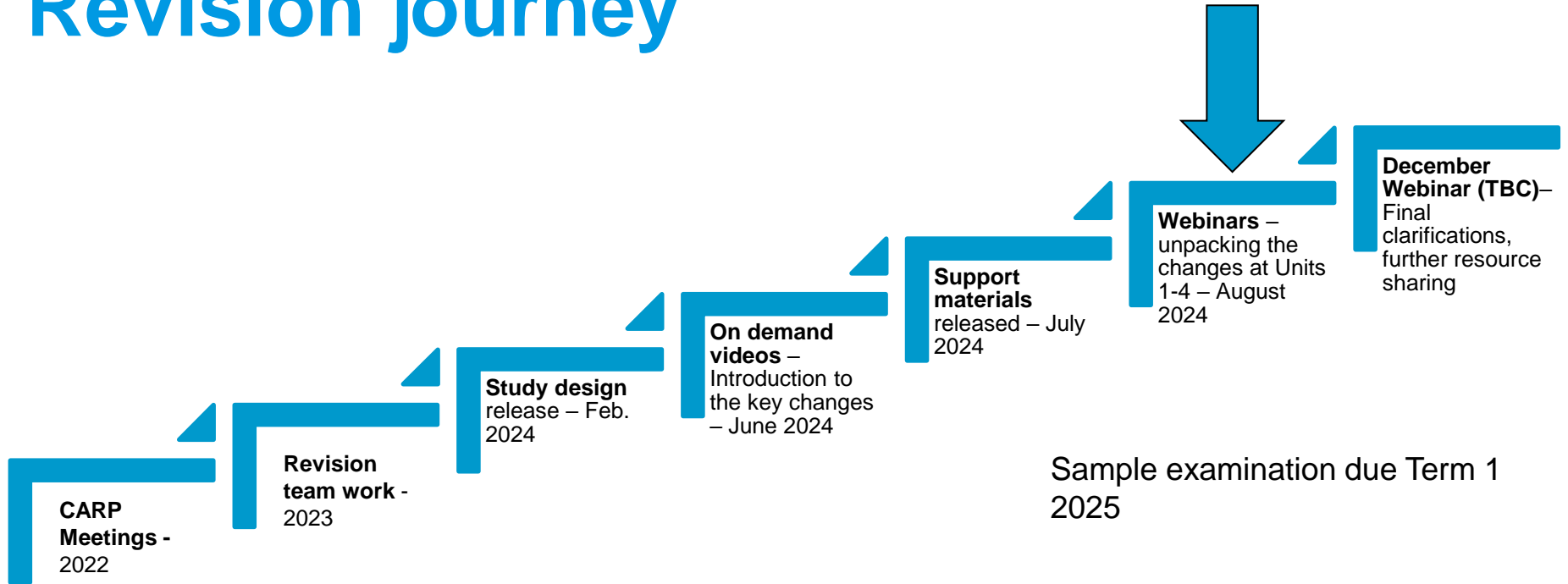
Ask: All Panelists 

Select a panelist in the Ask menu first and then type your question here.

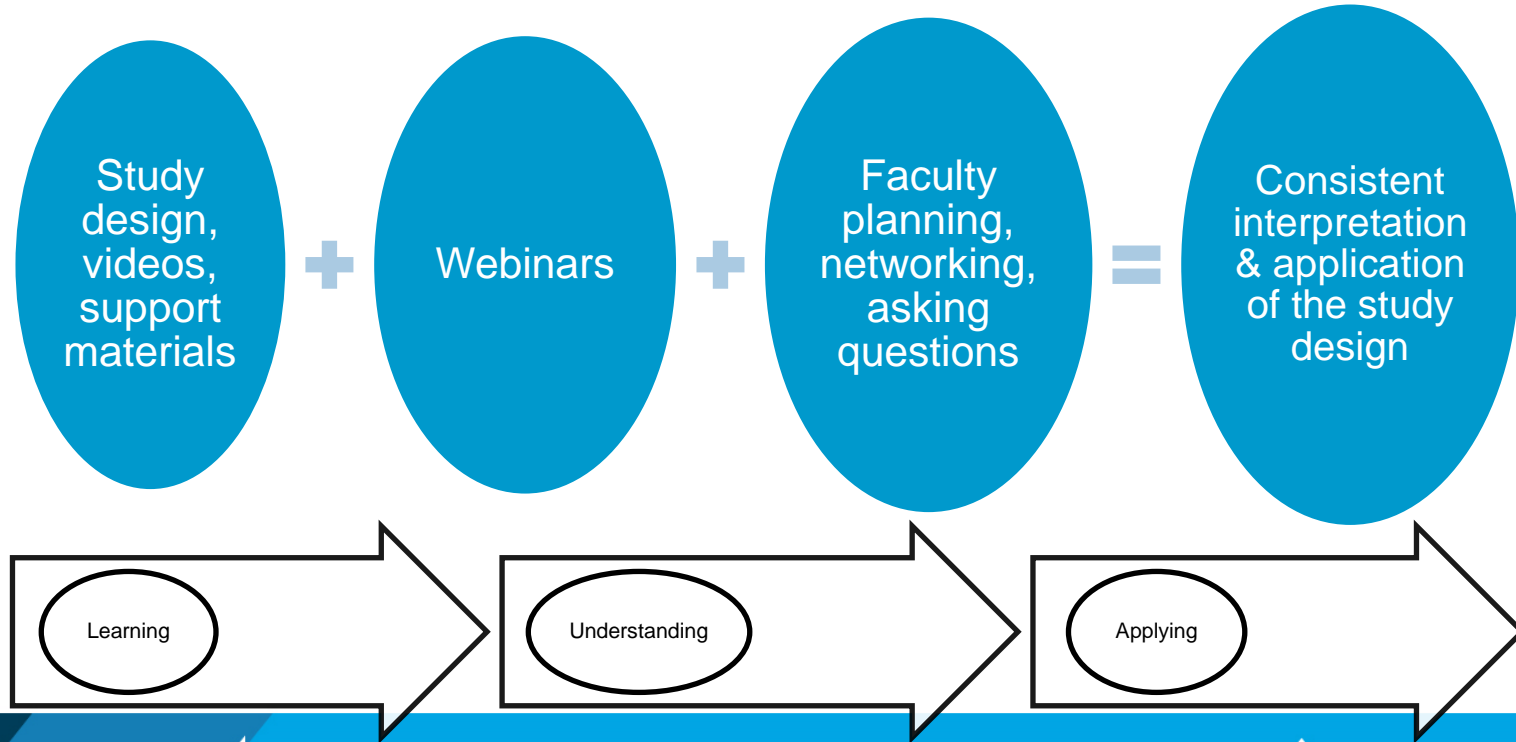
Send

 Participant  QA

Revision journey



Purpose of today's session



Your thoughts

- What excites you about delivering the revised VCE PE study design (particularly Unit 1 and Unit 2)?
- What challenges you the most about delivering the revised VCE PE study design (particularly Unit 1 and Unit 2)?

Key structural changes

Characteristics of study

- **Key concepts, contexts & skills**
 - Conceptual knowledge (definitions; *movement, physical activity, sport, exercise, practical activities*)
 - Context for learning (*participation and performance*)
 - Propositions of health and physical education (*strengths-based approach, critical inquiry, value movement*)
 - Data analysis

Key structural changes

Characteristics of study

- *Approaches to learning in Physical Education*
 - Integration
 - Reflective folio
 - Interdisciplinary approach
 - Unit 4 AOS 3

Key implications Unit 1 AOS 1

Revision	Reduce, refine, reorder	Implication
(KS) Participate in....explain the interaction between...	Refine	Emphasis on using movement as the context for development of knowledge
(KK & KS) <ul style="list-style-type: none">• ‘differentiate... reciprocal inhibition vs ‘describe’• lever systems• Types of muscle contractions	Refine	Support materials: Investigate the production of force... hitting a line drive versus a bunt in softball

Key implications Unit 1 AOS 1

Revision	Reduce, refine, reorder	Implication
<p>(KK)</p> <ul style="list-style-type: none">• Permitted and prohibited substances• Ethical and sociocultural considerations	Reduce	<p>Consider teaching permitted and prohibited substances for both systems in AOS 2</p> <p>See detailed example in support materials (note: this could also cover musculoskeletal system)</p>

Key implications Unit 1 AOS 2

Revision	Reduce, refine, reorder	Implication
(KK & KS) Use of physical activity, sport and/or exercise	Refine	<ul style="list-style-type: none">• Ensure students are provided with a range of practical activities• Performance & participation context
(KS) Primary dataanalyse the changes to the CR system Examine the role and process of thermoregulation through participation	Reduce & refine	<p>Clear signpost for the need of practical activity to be a frequent feature in this AOS</p> <ul style="list-style-type: none">• Acute response activities• Observable characteristics of thermoregulation

Key implications Unit 1 AOS 2

Revision	Reduce, refine, reorder	Implication
(KK) Components of blood	Refine	<ul style="list-style-type: none">Teaching blood components to be completed in context (& through activity)
(KS) Evaluate the impact of regular aerobic exercise	Reduce	<ul style="list-style-type: none">Strengths based approachSupport materials – Red cordial/cup activity vs 20 min. exercise – Parameter relationship, long term effects (benefits – reducing risks)
(KK) Ethical and sociocultural considerations	Reduce & refine	<ul style="list-style-type: none">As noted in U1 AOS 1

Key implications Unit 2 AOS 1

Revision	Reduce, refine, reorder	Implication
(KS) <ul style="list-style-type: none">• participate in and explain different types of movement (incl. formal/informal sport, culturally diverse & inclusive)• participate in....physical, social, mental, emotional and <i>spiritual</i> benefits of physical activity	Refine	Support materials: <ul style="list-style-type: none">• Tai-Chi class....record reflections on the dimensions of health• Soccer – Take foldable goals to a local park (green space) Walking basketball.
(KK) <ul style="list-style-type: none">• Sociocultural factors (enablers & barriers)	Reduce	Same factors as U3 (different focus – participation vs skill development)

Key implications Unit 2 AOS 1

Revision	Reduce, refine, reorder	Implication
(KS) <ul style="list-style-type: none">Describe...guidelines for different groupsjustify and use appropriate methods to collect and analyse dataSecondary data analysis...physical activity behaviour outcomes (including inactivity)	Refine	Support materials: <ul style="list-style-type: none">Debate - <i>'It is possible to be sufficiently physically active for health and still be highly sedentary'</i>use a wearable device during the delivery of Unit 2 – plot class steps (& diary)
(KS) <ul style="list-style-type: none">Critique and create initiatives (SEM)	Reduce	Support materials <ul style="list-style-type: none">create, implement and a school-based initiative to reduce the sedentary behaviour of students during lunchtimesHave peers complete the critique

Key implications Unit 2 AOS 1

Revision	Reduce, refine, reorder	Implication
(KK) Personalised program <ul style="list-style-type: none">• Health related fitness components• Functional Movement Assessment (FMA) – incl. justification• Self-management skills	Refine	Support materials: <ul style="list-style-type: none">• FMA support resource• Detailed example – step by step

Resources

[Sample FMA assessment example with descriptions](#)

Key implications Unit 2 AOS 2

Issues that influence access to, and inclusion, participation and performance in, physical activity and sport, such as:

- Intrapersonal (individual)
- Interpersonal (external factors)
- key concepts within the selected contemporary issue linked to participation in physical activity and/or sport in society
- local, national and/or global perspectives on the selected issue
- historical, current and future implications of the selected issue

KS:

- explain...contemporary issues
- collect information...on a range of intrapersonal and interpersonal issues from a variety of resources
- propose ethical strategies to enhance...access, inclusion, participation and performance

KS:

- prescribe, participate in and reflect on movement experiences that illustrate different perspectives on the selected issue
- analyse the historical, current and future implications of the selected issue.

Assessment

- Satisfactory achievement of the outcome – What work will allow you to make this determination?
- VCE Assessment Principles
- Support materials
 - Scope of Unit 1 and 2 tasks
 - Unit 3 and 4 material (general advice, preparing, designing, delivering and assessing)

Scope of Unit 1 assessment

Task options	Examples
a written report (<i>analysing participation in at least 4 physical activities</i>)	U1 AOS 1 – Designated Unit 1 task
a practical laboratory report linking key knowledge and key skills to a practical activity or practical activities	U1 AOS 1 – Physiological strategies to prevent musculoskeletal injuries (see detailed example)
a case study analysis and data analysis	U1 AOS 2 – Ethical and sociocultural considerations relating to permitted and prohibited performance-enhancing substances and methods
an extended-response question that uses a visual planning tool such as a concept/mind map to synthesise information and develop a response	Unit 1 AOS 2 – Thermoregulation
a visual presentation such as an annotated poster or a multimedia presentation	<ul style="list-style-type: none">• Unit 1 AOS 1 – Interaction of muscles and bones to produce movement• Unit 1 AOS 2 – Interaction of the cardiovascular and respiratory system
an oral presentation, such as a debate or a podcast	U1 AOS 2 – Ethical and sociocultural considerations relating to permitted and prohibited performance-enhancing substances and methods

Scope of Unit 2 assessment

Task options	Examples
a written plan or multimedia presentation designed to either increase physical activity levels and/or reduce sedentary behaviour...	Designated Unit 2 Outcome 1 task
an extended-response question that uses a visual planning tool such as a concept/mind map to synthesise information and develop a response	Unit 2 AOS 1 - <u>population</u> levels of participation in physical activity and sedentary behaviour
a visual presentation such as an annotated poster or a multimedia presentation	Unit 2 AOS 2– Contemporary issues associated with physical activity and sport
an oral presentation, such as a debate or a podcast	Unit 2 AOS 2 – Contemporary issues associated with physical activity and sport
a written report	Unit 2 AOS 1 - <u>population</u> levels of participation in physical activity and sedentary behaviour Unit 2 AOS 2 – Contemporary issues associated with physical activity and sport

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