Physical Education

Senior Syllabus 2010

Contents

1. Rationale

In Australia, participating in and watching physical activity is culturally significant and deeply embedded in the national psyche. Physical activity is central to maintaining health, providing avenues for social interaction, developing self-worth and promoting community involvement.

In Physical Education, physical activity serves as both a source of content and data and the medium for learning. Learning is based in engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities. Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities.

Through the interrelated concepts of learning in, about and through physical activity (Arnold 1985) students become intelligent performers (Kirk 1988) and physically educated. Students develop skills and understandings that allow them to contribute in an informed and critical way to varied physical activity contexts and roles. Learning is developed in complexity and sophistication over the course, with the development of student abilities across the general objectives that reflect the depth of their skill acquisitions as well as developing psychological, biomechanical, physiological and sociological concepts within and across physical activities. As students study increasingly complex and sophisticated subject matter they are encouraged to further develop as self-directed, interdependent and independent learners.

Through the use of personalisation, learning and assessment in Physical Education are contextualised and authentic. Personalisation enables students to make meaning of complex understandings by providing connections with their real-life contexts. Research highlights the importance of authentic learning and assessment in Physical Education (Macdonald and Brooker 1997; Penny, Brooker, Hay and Gillespie 2007).

In Physical Education, the dimensions of *acquiring, applying* and *evaluating* group the general objectives and extol the notion that once skills and knowledge are acquired, they can be applied to a range of physical activity contexts and then evaluated to improve performance and strengthen and broaden understanding. Evaluation and reflection are used continually to provide feedback for future acquisition and application of behaviours, performance, knowledge and skills.

Physical Education would interest students who are physically active, enjoy a range of sports, participate in sport as a coach, or who would like to further their knowledge of the physical culture of Australia. It provides a foundation for students who wish to pursue further study in human movement related fields such as sport development, management, marketing and sales, sport and physical activity policy development, sport journalism, sport psychology and coaching, athlete conditioning and management, personal training, sponsorship and fundraising, and primary, middle and senior school teaching.

1.1 Indigenous perspectives

This syllabus recognises Aboriginal and Torres Strait Islander peoples, their traditions, histories and experiences prior to colonisation through to the present time. To strengthen student appreciation and understanding of the first peoples of the land, relevant sections of the syllabus identify content and skills that can be drawn upon to encourage engagement with:

- Indigenous frameworks of knowledge and ways of learning
- Indigenous contexts in which Aboriginal and Torres Strait Islander peoples live
- Indigenous contributions to Australian society and culture.

In Physical Education there is opportunity to explore Indigenous games as a physical activity. Indigenous issues can be explored through the access and equity in physical activity in Australian society in Focus Area C. The organising principles of personalisation and integration support pedagogical strategies that are complementary to Indigenous education.

2. General objectives

The general objectives for this subject are those that the school is required to teach and students have the opportunity to learn. The general objectives are grouped into four dimensions, i.e. the salient properties or characteristics of distinctive learning. The first three dimensions are the assessable general objectives. The fourth group of general objectives, *attitudes and values*, is not directly assessed as it is achieved through teaching and learning approaches offered to students.

Progress in aspects of any dimension at times may be dependent on the characteristics and skills foregrounded and developed in another. The process of learning through each of the dimensions must be developed in increasing complexity and sophistication over a four-semester course.

Schools must assess how well students have achieved the general objectives. The standards are described in the same dimensions as the assessable general objectives.

The dimensions for a course in this subject are:

- *acquiring*
- *applying*
- *evaluating*
- *attitudes and values*.

Physical Education involves students as intelligent performers, learning in, about and through physical activity. Intelligent performance is characterised by high levels of cognitive functioning, using both rational and creative thought. Students are decision makers engaged in the active construction of meaning through processing information related to their personal experience and to the study of physical activity.

Students engage in learning experiences that cover the assessable dimensions of *acquiring*, *applying* and *evaluating* rather than focusing on each in isolation. Aspects of each dimension occur concurrently and are developed in conjunction with each other as interdependent entities.

2.1 Acquiring

The dimension of *acquiring* involves the retrieval and comprehension of information and the reproduction of learned physical responses.

Acquiring refers to the ability to acquire knowledge, understandings, capacities and skills in, about and through physical activity.

By the conclusion of the course, students should:

- reproduce physical responses, meeting the requirements of physical performance contexts
- demonstrate through physical responses an understanding of safety, rules, learned and rehearsed skills, tactics and strategies
- identify, describe, recall and comprehend facts, definitions, terminology and principles as they relate to various contexts through the study, observation of, and engagement in, physical activity
- use textual features in the conventions of communication.

2.2 Applying

The dimension of *applying* involves the application of acquired information and learned physical responses.

Applying refers to the ability to apply knowledge, understandings, capacities and skills in, about and through physical activity.

By the conclusion of the course, students should:

- apply and integrate information in the performance of physical responses
- analyse and apply performance strategies as individuals, and in groups and teams
- select, interpret, analyse and manipulate information related to the focus areas and performance in physical activities
- apply genre conventions.

2.3 Evaluating

The dimension of *evaluating* uses information, understandings and skills previously gained in *acquiring* and *applying* to make decisions, reach conclusions, solve problems and justify solutions and actions.

Evaluating refers to the ability to evaluate knowledge, understandings, capacities and skills in, about and through physical activity.

By the conclusion of the course, students should:

- modify physical responses based on informed reflective decision making in varying physical performance environments
- initiate change and demonstrate solutions in team and group physical performance
- evaluate, predict and justify probable and possible outcomes of actions, plans and decisions
- make decisions about strategies to communicate ideas.

The fourth dimension is not assessable. It is the *affective* domain and is achieved through learning experiences throughout the course of study.

2.4 Attitudes and values

Attitudes refers to engaging students in opportunities to clarify their rights and responsibilities as a citizen and participant in an economic system.

Values refers to developing empathy with the socially and economically disadvantaged, as well as those responsible for making economic decisions and to developing awareness of the ethical and responsible implications of economic decisions on all groups in society.

The objective *attitudes and values* refers to an individual's examination of the importance of their actions and the potential effect of those actions. It encompasses an individual's feelings, motivation and sense of power in the contexts of change or sustaining what is equitable.

In Physical Education students can appreciate aesthetic, ethical, moral, spiritual, social and health outcomes. These are achieved or are gained with the acquisition, application and evaluation of information in, about and through physical activity.

By the conclusion of the course, students should:

- experience the enjoyment, challenge, self-expression and social interaction that is possible through engagement and informed performance in physical activity
- recognise the aspects of involvement in physical activity that provide personal enjoyment and satisfaction
- acknowledge the range of values and attitudes surrounding performance in physical activities
- develop personal esteem through involvement in physical activity
- value the technical and aesthetic qualities of performances in physical activity
- value collaborative and shared learning in physical activity.

3. Course organisation

3.1 Time requirement

The minimum number of hours of timetabled school time for a course of study developed from this syllabus, including assessment, is 55 hours per semester. A course of study will usually be completed over four semesters (220 hours).

3.2 Organising principles

This syllabus provides a framework within which teachers are able to construct a course of study and develop student learning experiences. Learning experiences in Physical Education involve students in physical, written, oral and, where applicable, other modes of learning. The organising principles are used to develop courses of study in Senior Physical Education. They focus on student development as intelligent performers and active decision makers. The organising principles are:

- integration and personalisation
- sequence, complexity and increasing independence.

3.2.1 Principle 1: Integration and personalisation

This syllabus emphasises the active integration of learning experiences in, about and through selected physical activities across the assessable dimensions of *acquiring, applying* and *evaluating*. Where possible, student learning and assessment should be authentic, that is, based in real contexts and applicable to the student's personal experience. Student learning should be expanded through the application of learning and assessment opportunities either focusing on, or commencing with, their personal experiences and involvement in that area of learning and physical activity.

In developing courses of study this means that:

- the subject matter selected for study is derived from the focus areas and must be integrated with the selected physical activities by being relevant to and contextualised within those physical activities
- learning experiences and assessment opportunities involve students in the integration of aspects of each of the dimensions (acquiring, applying and evaluating) as applied to the physical activities and chosen subject matter
- learning experiences and assessment opportunities, where possible, should relate to students' personal experience, enabling students to make meaning of complex understandings through connections with their real-life contexts. From this basis of understanding students can apply these learnings to increasingly diverse and less familiar circumstances.

3.2.2 Principle 2: Sequence, complexity and increasing independence

Within units of work and across courses of study the learning in, through and about physical activities must be developed sequentially and in complexity. Students are encouraged to develop greater independence, accepting increasing responsibility for their own learning as the course progresses.

In developing courses of study this means that:

- there is a changing emphasis given to focus areas from unit to unit, with an overall balance achieved across the four-semester course of study

- the breadth and depth of subject matter should be considered in conjunction with the stage of the course and the previous learning in that focus area — depth of study being preferable to breadth of study as the course progresses

- increasing complexity should be evident in the greater challenge of learning experiences and assessment opportunities from one unit to the next across the course of study

- learning experiences need to continually develop student communication skills, matching the increasing demands of the physical activity, focus area and assessment requirements

- greater opportunity is provided for students to develop, monitor and in some cases negotiate their own learning as the course of study progresses.

3.3 Units of work, selecting physical activities and subject matter

Physical activities from the categories of physical activities serve as a context for units of work, the development of subject matter and the vehicle for learning and assessment. They should be selected as representative of the many and varied physical activities available in Australian society.

3.3.1 Units of work

When developing units of work, the following should be applied when schools are constructing courses of study:

- Units of work are based on a physical activity or physical activities from a physical activity category.

- Four units of work must be included in each year of study — units may be delivered successively or concurrently, or by a combination of both.

- Equal time and emphasis is given to each unit of work.

- In Year 12 at least one unit of work must be team focused and one must be individually focused. Team activities are characterised by the sustained strategic coordination and interaction of more than one player/participant. Some individual activities may also be played as team pursuits (e.g. doubles in badminton). For this syllabus, some activities involving more than one participant would not be considered a team activity because the strategic coordination of participants is limited or not sustained, for example, relays in swimming or athletics.

3.3.2 Selecting physical activities

When choosing physical activities, the following should be applied when schools are constructing courses of study:

- At least three of the physical activity categories (see Section 3.3.3 Categories of physical activities) must be represented across the four-semester course of study.

- At least three physical activity categories must be represented in Year 12.

- Only physical activities from the same category may be studied in a unit of work, with the chosen physical activities consolidating and enhancing student learning — depth of learning may be eroded if many physical activities are explored; accordingly, physical

activities chosen must allow in-depth exploration of the dimensions and the focus area/s being studied.

This selection of physical activities will also be influenced by:

- interests, cultural backgrounds, stages of development and abilities of students
- gender considerations
- traditions and practices in the school and the community
- teaching resources and special aptitudes of staff
- facilities and equipment
- climatic conditions.

3.3.3 Categories of physical activities

This syllabus classifies physical activities in four categories:

1. Direct interceptive activities
2. Indirect interceptive activities
3. Performance activities
4. Aesthetic activities.

Some physical activities encompass more than one category, for example minor games and Indigenous games. When choosing activity groups such as these, schools must select and study games that focus on a single category only. The school must also ensure the activities chosen are sophisticated enough to allow demonstration of the A standard in the *evaluating* dimension for physical performance.

Cycling is an example of a physical activity that may be positioned in a number of categories depending upon the focus of that activity, e.g. mountain-bike riding and track cycling would be performance activities while freestyling would be an aesthetic activity.

1. Direct interceptive activities

Characteristics:

- Opponents occupy the same defined area of play simultaneously and usually in equal numbers.
- Opponents generally compete for space on the field of play.
- In defence, direct interception occurs through
  - body contact
  - blocking the passage of an opponent
  - interfering with an opponent's implements of play while these are being manipulated by the opponent.
- In offence, direct interception occurs through
  - avoiding or using the opponent's interceptive behaviour
  - controlling the implements of play, e.g. the ball and field space.
- Skills and strategies are influenced strongly by these factors.

2. Indirect interceptive activities

Characteristics:

- Players intercept the implements of play or the direction of movement of players.
- Players occupy space critical to their opponent.
- Body contact does not generally occur.
- Players cannot block an opponent's movement or passage.
- In some of these activities, players are separated by a net.

Positioning, use of space, skills and strategies, rules and tactics are different from those of direct interceptive activities.

3. Performance activities

Characteristics:

- Participants perform in isolation against an existing standard on a movement task.
- The activities provide specific challenges that are intrinsically motivating.
- Standards of performance are commonly stated in an objective, measurable manner, thus making them accessible to spectators who are therefore able to judge the performance.
- The performers have some sense of competing against others but it is the standard attained by the other competitors that they strive to better.

Team activities generally rely on combining the separate performances of individuals. Some events require individuals to produce a concerted effort to challenge a standard.

When planning some physical activities it may be useful to consult existing guidelines; for example, refer to the Duke of Edinburgh Award Scheme for orienteering guidelines.

4. Aesthetic activities

Characteristics:

- The emphasis is on creating a performance within the allowable constraints of the activity and the performance of the particular skills. It is essential that performers know the criteria by which they are to be judged.
- The aesthetic form of the performance is an integral part of the criteria and standards by which the performance is judged. The emphasis is on the quality of performance (e.g. accuracy and correctness) as an end in itself.

Team aesthetic activities may involve the concerted, synchronised performance of a number of people, e.g. ballroom dance, in the pursuit of an overall aesthetic display, or may involve the aggregation of the separate performances of the members of the team.

3.3.4 Subject matter

The following considerations for choosing subject matter should be applied when schools are constructing courses of study:

- Equal time and emphasis is given to each focus area (see Section 3.3.5 Focus areas) across the course of study.
- Substantial emphasis in Year 12 is given to each focus area prior to verification, enabling the generation of assessment instruments from each area.

- Subject matter is developed through, and contextualised in, physical activities selected by the school.

- All core subject matter must be covered by verification.

- Not all core subject matter must be assessed — aspects or elements of the core would be selected and studied in depth giving rise to assessment instruments.

- Extension subject matter is not compulsory. It may be used to assist in the in-depth study of core subject matter.

- Extension subject matter may be introduced at any time during the course.

3.3.5 Focus areas

Subject matter in Senior Physical Education is derived from three focus areas:

- Focus Area A: Learning physical skills

- Focus Area B: Processes and effects of training and exercise

- Focus Area C: Equity and access to exercise, sport and physical activity in Australian society

The following tables outline the core subject matter and extension subject matter for Physical Education.

Focus Area A: Learning physical skills — How are skills learned, implemented, maintained and enhanced?

For students to be intelligent performers, they must be able to do more than just reproduce physical responses. They need to know and understand how physical responses can be improved and to appreciate the qualities of physical responses. Students need to be able to apply motor learning theory, psychological strategies and biomechanical principles to maximise their own and their team's performance potential. As self-directed learners, students need to reflect on these qualities and adjust their learning experiences to accommodate this greater understanding.

Core subject matter	Focus questions and examples of possible learning experiences that engage students in acquiring, applying and evaluating
Motor learning • characteristics of the learner • characteristics of the task • practice • feedback	**How does an understanding of motor learning help and improve team and individual performance in physical activities?** • Examine the characteristics of the physical activity tasks studied. • Evaluate personal physical performance using the conceptual framework of the stages of learning. • Select the best forms of practice in the physical activity studied to learn skills and enhance performance. • Justify the various methods of feedback that enhance personal and group performance in the physical activity studied. • Predict a course of action that would maximise their physical responses based upon personal learning capacities. • Evaluate the factors that impact upon development in the skills involved.
Psychology • motivation, arousal and performance • information processing • team dynamics	**How can an understanding of psychology theory influence participation, learning of and performance in physical activities?** • Investigate how the arousal levels of different performers affect skill learning. • Select strategies to improve team dynamics and enhance performance. • Conduct an intervention strategy and then examine the effect of the intervention on the playing performance of others (perform pre- and post-intervention tests). • Investigate the potential outcomes of various psychology/coaching approaches on performance.
Biomechanics • force and motion • momentum and inertia • projectile motion	**How do biomechanical understandings influence the learning of and performance in physical activities?** • Describe how projectile motion can enhance performance. • Identify how force production can assist in learning skills. • Use a biomechanical analysis to analyse videotaped performances. • Modify physical performance responses based on biomechanical decision making.

Extension subject matter

• analysing and classifying physical skills • judging the quality of physical skills • goal setting	• communication • anxiety • imagery and visualisation • feedback mechanisms	• models of coaching • fluid mechanics and principles of propulsion • biomechanical analysis of physical activity • functional anatomy • equilibrium and balance

Note: Subject matter from these areas may be taught in isolation or together in a unit of study.

Focus Area B: Process and effects of training and exercise — How can an understanding of physiology of exercise, training and program development improve team and individual performance?	
This area examines the physiological responses of the body that enable it to perform physically. This includes an examination of the physiological response of the body to exercise and training and the application of principles to aid, support and promote physiological adaptations. Students need to have an understanding of these principles in order to develop and implement personal and team training regimes. Students need to be able to adapt these regimes to suit varying circumstances and differing physical performance environments.	
Core subject matter	**Focus questions and examples of possible learning experiences that engage students in *acquiring, applying* and *evaluating***
Energy systems • the three energy systems • limitations • percentage use of energy systems in physical activities	**How does an understanding of energy systems help and improve team and individual performance in physical activities?** • Perform a games analysis to identify key energy systems and determine positional play based on energy needs and performance strengths. • Develop a fitness training program based on energy system analysis.
Exercise physiology principles • types of fitness • components of types of fitness • training principles • training methods	**How does an understanding of exercise physiology principles help and improve team and individual performance in physical activities?** • Investigate the types of fitness and decide which is most applicable to the physical activity under study and individual needs. • Explain physiological subject matter as it relates to personalised physical performance. • Deconstruct training programs with reference to training methods and principles of training. • Evaluate the effectiveness of the student's own training program with direct reference to the training journal and training principles and methods. • Recommend positions for each player based on player profile.
Training program design • planning and designing a training program • evaluating training programs • immediate and long-term effects of training	**How does an understanding of training program design help and improve individual performance in physical activities?** • Analyse immediate and long-term physiological effects of training for specific activities through use of heart rate recording/VO_2 max etc. • Reflect on a training session, identify strengths and weaknesses, and propose changes. • Design personalised training sessions for the activity of choice in the various training cycles. • Maintain a training journal to record reflections, modifications and performances.
Extension subject matter • measurement and evaluation of physical performance capacities • evaluation and modification of training programs and programming for special and individual needs • injury prevention, management and rehabilitation in training practices	

Focus Area C: Equity and access to exercise, sport and physical activity in Australian society — What are the influences that shape personal, team and community participation and appreciation of sport and physical activity within Australian society?

To be physically educated, students should have an understanding of the complexities that surround and influence sport and physical activity. Sport and physical activity exist within an Australian and, increasingly, a world context. Students need to critically reflect on the power of these sociocultural influences to better understand their place, their participation, and the place of physical activity and sport within society. Figueroa's framework is a useful tool for examining the sociocultural factors influencing equity and access to sport and physical activity in Australian society.

Core subject matter	Focus questions and examples of possible learning experiences that engage students in *acquiring, applying* and *evaluating*
Figueroa's framework for examining equity and access in sport and physical activity in Australian society. **Factors affecting equity and access at the individual level** - genetic predispositions and the satisfaction of personal preferences and human needs through physical activity - the role of self-concept, personal beliefs, values and attitudes **Factors affecting equity and access at the interpersonal level** - the role of parents, peers, coaches, teachers and media on socialisation, opportunities and decisions about physical activity **Factors affecting equity and access at the institutional level** - the impact of institutions such as families, schools, sporting clubs, religions and politics on access to physical activity **Factors affecting equity and access at the structural level** - government and media influence on the distribution of sporting resources and rewards - the impact of inequitable distribution of resources and rewards **Factors affecting equity and access at the cultural level** - cultural influences on body image, the social construction of gender and physical activity - sport as a microcosm of society	**How have individual, interpersonal, institutional, structural and cultural factors shaped your own participation in physical activity and sport?** - Determine which people have had the most influence on your participation in sports and physical activity. - Reflect on the impact the media has had in forming your opinions about gender and body image. - Propose what impact your involvement in physical education will have on your future involvement in sport and physical activity. **How have individual, interpersonal, institutional, structural and cultural factors shaped the participation in physical activity and sport of your peers or others in the community?** - Consider the positive and negative influences you have had on your peers with regard to their involvement and enjoyment in physical activity. Outline ways in which you could enhance the sporting experience of your peers and team members. - Survey your team members to determine how they feel about the sports being offered by the school and what impact this has had on their decisions concerning sport and physical activity. - Propose changes to the sporting uniforms in your school in order to enhance the way students feel about themselves. Propose different changes for different age groups if you believe it is warranted. **How have decisions regarding equity and equality influenced your participation and the participation of others in sports and physical activity?** - Develop equity policies and strategies for your PE class and school. - Judge the effectiveness that various government initiatives have had on the enjoyment and participation of young people in sport.

Extension subject matter
- sporting authorities as institutions affecting access to sport and physical activity
- naturalistic and constructionist views of body image and body regulation
- nationalism and the impact on participation in sport

- the influence of dominant culture and related versions of history
- the social construction of gender and its impact on access to sport
- common assumptions about sport and exercise in Australia
- media influence on the evolution of culture

3.4 Composite classes

This syllabus enables teachers to develop a course that caters for a variety of circumstances, such as combined Year 11 and 12 classes, combined campuses, or modes of delivery involving periods of student-managed study.

The flexibility of the syllabus can support teaching and learning for composite classes by enabling teachers to:

- structure learning experiences and assessment that allow students to access the key concepts and ideas suited to their needs in each year level

- provide opportunities for multilevel group work, peer teaching and independent work on appropriate occasions.

The following guidelines may prove helpful in designing a course of study for a composite class:

- The course of study could be written in a Year A / Year B format if the school intends to teach the same topics to both cohorts.

- A topic that will allow Year 11 students ease of entry into the course should be placed at the beginning of each year.

- Learning experiences and assessment instruments need to cater for both year levels throughout the course. Even though tasks may be similar for both year levels, it is recommended that more extended and/or complex tasks be used with Year 12 students.

3.5 Work program requirements

A work program is the school's plan of how the course will be delivered and assessed, based on the school's interpretation of the syllabus. It allows for the special characteristics of the individual school and its students.

The school's work program must meet all syllabus requirements and must demonstrate that there will be sufficient scope and depth of student learning to meet the general objectives and the exit standards.

The requirements for online work program approval can be accessed on the Queensland Studies Authority's website <www.qsa.qld.edu.au> (select Years 10–12 > Years 11–12 subjects). This information should be consulted before writing a work program. The requirements for work program approval may be updated periodically.

4. Learning experiences

Learning experiences are activities and/or tasks, conducted within appropriate contexts, that contribute to student learning as outlined in the general objectives. See the QSA website for examples of learning experiences.

5. Assessment

Assessment is an integral part of the teaching and learning process. For Years 11 and 12 it is the purposeful, systematic and ongoing collection of information about student learning outlined in the senior syllabuses.

In Queensland, assessment is standards-based. The standards for each subject are described in dimensions, which identify the valued features of the subject about which evidence of student learning is collected and assessed. The standards describe the characteristics of student work.

The major purposes of assessment in senior Authority subjects are to:

- promote, assist and improve learning
- inform programs of teaching and learning to
  - advise students about their own progress to help them achieve as well as they are able
  - give information to parents and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable levels of achievement in each Authority subject to be recorded in student learning accounts. The comparable levels of achievement may contribute to the award of a Queensland Certificate of Education
- serve as the base data for tertiary entrance purposes
- provide information about how well groups of students are achieving for school authorities and the State Education and Training Minister.

5.1 Principles of exit assessment

All the principles of exit assessment must be used when planning an assessment program and must be applied when making decisions about exit levels of achievement.

A standards-based assessment program for the four-semester course of study requires application of the following interdependent principles:

- Information is gathered through a process of continuous assessment.
- Balance of assessment is a balance over the course of study and not necessarily a balance over a semester or between semesters.
- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory.
- Assessment of a student's achievement is in the significant aspects of the course of study identified in the syllabus and the school's work program.

- Selective updating of a student's profile of achievement is undertaken over the course of study.

- Exit assessment is devised to provide the fullest and latest information on a student's achievement in the course of study.

While most students will exit a course of study after four semesters, some will exit after one, two or three semesters.

Continuous assessment

Judgments about student achievement made at exit from a course of study must be based on an assessment program of continuous assessment.

Continuous assessment involves gathering information on student achievement using assessment instruments administered at suitable intervals over the developmental four-semester course of study.

In continuous assessment, all assessment instruments have a formative purpose. The major purpose of **formative assessment** is to improve teaching and student learning and achievement.

When students exit the course of study, teachers make a **summative** judgment about their levels of achievement in accordance with the standards matrix.

The process of continuous assessment provides the framework in which the other five principles of exit assessment operate: balance, mandatory aspects of the syllabus, significant aspects of the course, selective updating, and fullest and latest information.

Balance

Judgments about student achievement made at exit from a course of study must be based on a balance of assessments over the course of study.

Balance of assessments is a balance over the course of study and not a balance within a semester or between semesters.

Balance of assessment means judgments about student achievements of all the assessable general objectives are made a *number of times* using a *variety of assessment techniques* and a *range of assessment conditions* over the developmental four-semester course.

See also Section 5.6 Requirements for verification folio*.*

Mandatory aspects of the syllabus

Judgments about student achievement made at exit from a course of study must be based on mandatory aspects of the syllabus.

The mandatory aspects are:

- the general objectives of acquiring, applying and evaluating

- the three focus areas applied to physical activities.

To ensure that the judgment of student achievement at exit from a four-semester course of study is based on the mandatory aspects, the exit standards for the dimensions stated in the Standards matrix (see Section 5.8.1) must be used.

Significant aspects of the course of study

Judgments about student achievement made at exit from a course of study must be based on significant aspects of the course of study.

Significant aspects are those areas described in the school's work program that have been selected from the choices permitted by the syllabus to meet local needs.

The significant aspects must be consistent with the general objectives of the syllabus and complement the developmental nature of learning in the course over four semesters.

Selective updating

Judgments about student achievement made at exit from a course of study must be selectively updated throughout the course.

Selective updating is related to the developmental nature of the course of study and works in conjunction with the principle of fullest and latest information.

Because subject matter is treated at increasing levels of complexity, assessment information gathered at earlier stages of the course may no longer be representative of student achievement. Therefore, the information should be selectively and continually updated (not averaged) to accurately represent student achievement.

Schools may apply the principle of selective updating to the whole subject group or to individual students.

Whole subject group

A school develops an assessment program so that, in accordance with the developmental nature of the course, later assessment information based on the same groups of objectives replaces earlier assessment information.

Individual students

A school determines the assessment folio for verification or exit (post-verification). The student's assessment folio must be representative of the student's achievements over the course of study. The assessment folio does not have to be the same for all students; however, the folio must conform to the syllabus requirements and the school's approved work program.

Selective updating must not involve students reworking and resubmitting previously graded responses to assessment instruments.

Fullest and latest information

Judgments about student achievement made at exit from a course of study must be based on the fullest and latest information available.

- "Fullest" refers to information about student achievement gathered across the range of general objectives.
- "Latest" refers to information about student achievement gathered from the most recent period in which achievement of the general objectives is assessed.

As the assessment program is developmental, fullest and latest information will most likely come from Year 12 for those students who complete four semesters of the course.

The fullest and latest assessment data on mandatory and significant aspects of the course of study is recorded on a student's profile.

5.2   Planning an assessment program

To achieve the purposes of assessment listed at the beginning of this section, schools must consider the following when planning a standards-based assessment program:

- general objectives (see Section 2)
- learning experiences (see Section 4)
- principles of exit assessment (see Section 5.1)
- variety in assessment techniques over the four-semester course (see Section 5.5)
- conditions in which assessment instruments are undertaken (see Section 5.5)
- verification folio requirements, that is, the range and mix of assessment instruments necessary to reach valid judgments of students' standards of achievement (see Section 5.6)
- post-verification assessment (see Section 5.6)
- exit standards (see Section 5.7).

In keeping with the principle of continuous assessment, students should have opportunities to become familiar with the assessment techniques that will be used to make summative judgments.

Further information can be found at <www.qsa.qld.edu.au> (select Years 10–12 > Years 11–12 subjects).

5.3   Special provisions

Guidance about the nature and appropriateness of special provisions for particular students may be found in the Authority's *Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects* (2009), available from <www.qsa.qld.edu.au> (select Years 10–12 > Moderation and quality assurance).

This statement provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings.

To enable special provisions to be effective for students, it is important that schools plan and implement strategies in the early stages of an assessment program and not at the point of deciding levels of achievement. The special provisions might involve alternative teaching approaches, assessment plans and learning experiences.

5.4   Authentication of student work

It is essential that judgments of student achievement are made on accurate and genuine student assessment responses. Teachers should ensure that students' work is their own, particularly where students have access to electronic resources or when they are preparing collaborative tasks.

The QSA information statement *Strategies for authenticating student work for learning and assessment* is available from <www.qsa.qld.edu.au> (search on "authenticating"). This statement provides information about various methods teachers can implement to monitor if students' work is their own. Particular methods outlined include:

- students' planning production of drafts and final responses
- teachers seeing plans and drafts of student work

- maintaining documentation of the development of responses
- students acknowledging resources used.

Teachers must ensure students use consistent accepted conventions of in-text citation and referencing, where appropriate.

5.4.1 Advice on drafting (written, multimodal or spoken instruments)

The purpose of viewing student drafts is to provide them with feedback so that they may improve their response. Drafting is a consultation process, not a marking process. Teachers should not award a notional result or level of achievement. Drafting feedback should ask the student to reflect on strategies they might use to refine their work. The instrument-specific standards should be used to help students identify the areas they need to review. Schools should consider Course Organisation Principle 2, especially the aspect of increasing independence when constructing drafting policies.

What is a draft?

A draft is a response that is nearly good enough to submit for assessment — it is likely to be the student's second or third attempt at the task. Prior to submitting a draft, students may be required to submit a written outline or to discuss their approach to the task with their teacher.

What sort of feedback will be provided?

In providing feedback, teachers indicate aspects of the response that need to be improved or developed in order to meet the dimension/standard. Students are often advised: to consider other aspects of their response; to provide more factual detail; to provide stronger links to the physical activity; to give priority to the most important points by rearranging the sequence and structure of ideas. Teachers may indicate some textual errors and indicate that the draft requires more careful editing. They may not correct or edit all the textual errors in a draft. Teachers may provide some written feedback on drafts submitted by the due date for the draft; often teachers provide a summary of their feedback and advice to the whole class.

Table 1: Suggested drafting strategy

Instruments	Year 11	Year 12
Written	• teacher consultation allowed • outline submitted • maximum of two drafts submitted	• teacher consultation allowed • one draft or outline submitted
Multimodal or spoken	• teacher consultation allowed • maximum of two drafts submitted • verbal feedback provided	• teacher consultation allowed • one draft or outline submitted • verbal feedback provided

5.5 Assessment techniques

The techniques and associated conditions of assessment most suited to the judgment of student achievement in this subject are described below. The general objectives and dimensions to which each technique is best suited are also indicated.

For each dimension, standards are described. These standards descriptors are used to determine the properties or characteristics to be assessed by individual assessment instruments. The properties or characteristics for each instrument determined by a school are termed criteria. Therefore, the criteria for an assessment instrument are drawn from the syllabus standards descriptors for relevant dimensions (see Section 5.8.1 Standards matrix).

Schools decide the instruments to be used for assessment. For each assessment instrument, schools develop a criteria sheet: a tool for making judgments about the quality of student responses to an assessment instrument. It lists the properties or characteristics used to assess student achievements. Students must be given a criteria sheet for each assessment instrument.

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

Assessment techniques in Physical Education include:

- supervised written assessment
- research assessment
- physical performance.

5.5.1 Supervised written assessment

Supervised written assessment

Purpose

A supervised written assessment is used to assess student responses that are produced independently, under supervision and in a set time frame. There is no question of student authorship in this technique.

A brief description

For Physical Education, this technique is a continuous piece of prose (essay) written (by hand or on a computer) and conducted under supervised conditions.

Guidelines for supervised written assessments:
- essays should be in response to a question or statement and supplied sources
- the question or statement is not provided before the test (unseen) and should focus on asking the students to evaluate and justify
- perusal times may be required
- stimulus materials should be succinct enough to allow students to engage with them in the time provided for the supervised test, or if the stimulus materials are lengthy, they may need to be shared with students before the administration of the written task
- questions must be linked with learning experiences and demonstrate the syllabus emphasis on the integrated and personalised nature of learning in, about and through physical activity
- students may take prescribed material into the exam and this must be outlined in the assessment conditions (e.g. one page of hand-written notes).

What dimensions will be assessed through this instrument?

All dimensions will be assessed using this technique.

Specific guidance to the techniques or items that should be used. These may include some conditions.

A supervised assessment could be constructed using one or more items. The items might be in response to stimulus materials, which may be seen or unseen, or questions that should be unseen prior to the administration of the assessment. When using seen questions, schools must ensure the purpose of this technique is maintained. These conditions must be explained on the assessment instrument. "Unseen" means that students have not previously seen the material or question. Unseen materials or questions should not be copied from information or texts that students have previously been exposed to or have directly used in class. When stimulus materials are used they should be succinct enough to allow students sufficient time to engage with them. If the stimulus materials are lengthy, complex or large in number they may need to be shared with students prior to the administration of the assessment.

For Year 11	For Year 12
- recommended time: 1–1½ hours - perusal times may be required - schools must ensure that where computers/word processors are used the purpose of this instrument is maintained. Teachers should consider which general objectives are most appropriate - may be open book or notes allowed — these conditions must be clearly outlined on the assessment - extended written response – seen or unseen question – 500–700 words	- recommended time: 1½–2 hours - perusal times may be required - schools must ensure that where computers/word processors are used the purpose of this instrument is maintained. Teachers should consider which general objectives are most appropriate - may be open book or notes allowed — these conditions must be clearly outlined on the assessment - extended written response – seen or unseen question – 600–800 words

What must teachers do when planning for a supervised assessment? What information must be provided to students about this technique?

Teachers should:
- construct questions that are unambiguous
- format the assessment to allow for ease of reading and responding
- consider the language needs of the students
- ensure the questions allow the full range of standards to be demonstrated
- consider the instrument conditions in relation to the requirements of the question/stimulus
- determine appropriate use of stimulus materials and students' notes
- provide students with learning experiences that support the types of items included in the assessment
- teach the appropriate language and communication skills and strategies
- inform the students and indicate on the assessment what dimensions will be assessed.

5.5.2 Research assessment

Research assessment

Purpose
This technique is used to assess the research abilities of students and the outcomes of the application of that research.

A brief description
This instrument is based on research practices. These practices include locating and using information that goes beyond the data that students have been given and the knowledge they currently have. It may include the generation of primary data and/or the use of secondary data. The research process is iterative. It is based on the exploration of a research purpose — problem, question or issue. A research assessment may be presented in a variety of modes. Regardless of the mode of presentation, research conventions (e.g. referencing) must be adhered to. These assessments occur over a period of time during lessons and often in students' own time.

Most research assessments will follow an inquiry approach and include:
- the establishment of a hypothesis/research question/design problem
- the generation and/or collection of primary and/or secondary data/information
- independent collection of information/data from a variety of sources
- the sorting and analysis of data/information — examining and evaluating validity and value
- synthesis of data/information
- development of research outcomes — conclusions, recommendations, actions, with justifications.

It may also include:
- creation of a product and/or the completion of an action or strategy
- a post-product/action evaluation.

Written research assessments include:
- analytical exposition
  - essay
  - magazine article
  - paper
  - research assignment
- report
  - research report
  - experimental investigation
  - project
- folio
  - journal.

Research may also be presented through multimodal or spoken modes. Whatever research technique is used students must be able to demonstrate the research process.

A multimodal presentation is one that uses a combination of modes and may include visual, electronic, physical, audio and/or spoken modes. It has to be a combination of at least two modes with a significant contribution of at least two modes; for example, a spoken presentation that interfaces with a PowerPoint presentation, containing video footage of physical performances. Possible multimodal presentations could include:

- documentary
- PowerPoint
- webpage
- video
- computer simulation.

A spoken presentation will predominantly use the spoken mode. Possible spoken presentations could include:

- impromptu presentation/viva voce
- interview
- debate
- seminar
- lesson or coaching session
- demonstration.

Note: There is no requirement for this category to be performed or conducted in front of the class or the teacher. For example, a multimodal presentation might be pre-recorded and presented to the teacher on disc or sent as a file. A student response for a task in this category will depend on the instrument expectations and conditions. These may be negotiated with the teacher. There is no requirement that every student response need have the same requirements. For example, individual students may choose the mode/s and the method of presentation. Therefore the audience will vary according to the instrument requirements.

Evidence of student responses would be appropriate to the instrument requirements and may be a folio, electronic (disc/file), video and commentary, visual evidence of the performance etc. Some student responses would also need to be supported by explanatory notes, references, data and diagrams. Aspects of each of the three dimensions would be assessed.

What dimensions will be assessed through this instrument?
All dimensions will be assessed using the techniques from this category.

Possible types of research assessments
- Analytical exposition, essay: Students provide a response to a specific question or issue. The response may be supported by references or where appropriate tables of data, diagrams and flowcharts. The response could be a persuasive argument or informative text.
- Report: Students make a decision regarding the question, hypothesis or issue under investigation and support the decision with logical argument. The report may be in response to observations made and conclusions drawn from various sources including a case study or studies, or experimental outcomes. A report will normally be presented with section headings. It will often include tables, graphs or diagrams and the analysis of statistical data.
- Folio: This is a "purposeful" collection of work that helps to define the student's efforts and achievements in a specified area. The folio can be used to document a variety of information, ideas and working processes. It should contain decisions made and reasons or justifications for these decisions (e.g. in a training journal, justifications provided based on data for program modifications). Evidence of research, including the collection and sorting of data, must be included.

For Year 11	For Year 12
• analytical exposition, essay, 800–1000 words or 3–5 minutes for spoken/multimodal presentation • report, 800–1000 words (data analysis, discussion, recommendations and conclusions) or 3–5 minutes for spoken/ multimodal presentation • folio, 800–1000 words (data analysis, discussion, recommendations and conclusions)	• analytical exposition, essay, 1000–1500 words or 5–8 minutes for spoken/multimodal presentation • report, minimum 1000–1500 words (data analysis, discussion, recommendations and conclusions) or 5–8 minutes for spoken/multimodal presentation • folio, 1000–1500 words (data analysis, discussion, recommendations and conclusions)

What must teachers do when planning for a research assessment? What information must be provided to students about research assessments?

- Teachers either provide, or work in conjunction with the student to develop, a focus for the research.
- Teachers must allow class time for students to effectively undertake each component of the research assessment. However, independent student time will be required to complete the task.
- Teachers must implement strategies to ensure authentication of student work. Strategies include annotated notes in response to issues that emerged during research (e.g. journals, experimental logs), drafting, teacher observation sheets, research checklists, referencing, and reference lists.
- Teachers must consult, negotiate and provide feedback before and during the time students are working on the research assessment to provide ethical guidance (see Section 5.4.1 Advice on drafting) and to monitor student work. Feedback and assistance should be provided judiciously, gradually being reduced with the development of student experience and confidence.
- Scaffolding must be provided. When a research assessment technique is undertaken for the first time, the scaffolding should help students complete the assessment by modelling the process and skills required. However, the scaffolding provided should not specify or lead the student through a series of steps dictating a solution. Scaffolding should be reduced from Year 11 to Year 12 to allow the student to better demonstrate independence in the research process. When a research assessment technique is revisited (most likely in Year 12), the scaffolding should be reduced and could be a series of generic questions.
- Teachers should provide students with learning experiences in the use of appropriate communication strategies, including the generic requirements for presenting research (e.g. research report structures, referencing conventions).
- Teachers should inform the students and indicate on the assessment what dimensions will be assessed and debrief the instrument specific standards.

5.5.3 Physical performance

Physical performance

Purpose

These techniques assess an authentic student physical response to the demands of the physical activity and the subject.

A brief description

A performance is based on the application of skills, theory and conceptual understandings. Students are required to analyse, synthesise and evaluate data and/or information in the development of a performance. Performances involve the creative input of students and the application of technical skill in solving a problem or providing a solution. Assessment occurs over a period of time during lessons as well as in students' own time. Performances are observed on a number of occasions throughout a unit of work with judgments relating to the quality of performance made as an iterative process throughout the unit. It is inappropriate to use a single, point-in-time assessment to make decisions about a student's physical responses.

What dimensions will be assessed through this instrument?

Information about student achievement in all dimensions is gathered throughout the unit of work, in a variety of authentic performance environments.

For Year 11	For Year 12
• continuous assessment in a variety of authentic contexts • four physical assessment instruments from a minimum of three categories • visual evidence from at least two different physical activity categories	• continuous assessment in a variety of contexts, greater focus on more complex authentic contexts (e.g. more sophisticated strategies, game plans) • three physical assessment instruments from a minimum of three categories • visual evidence from at least two different physical activity categories

What must teachers do when planning for a performance or product? What information must be provided to students about performances or products?

Teachers should:
- make judgments on student performances in a variety of contexts, simple to complex
- provide opportunities in learning experiences for all aspects of the dimensions
- implement strategies to provide evidence of decisions including clear and detailed annotations on criteria sheets
- provide students with task requirement outlines that have clear links to the criteria.

What must students do to complete a performance or product?

Students should:
- reproduce physical responses and prerequisite skills in a variety of performance environments
- demonstrate understanding and application of safety, rules and performance strategies
- initiate and implement strategies within authentic performance environments
- reflect and evaluate own and others' performance to improve performance
- communicate ideas and solutions across a range of performance environments.

5.6   Requirements for verification folio

A verification folio is a collection of student responses to assessment instruments on which the level of achievement is based. For students who are to exit with four semesters of credit, each folio must contain the range and mix of assessment techniques for making summative judgments stated below.

A student's verification folio for Physical Education must contain:

- six assessment instruments, of which three are physical responses and three relate to each of the focus areas.

Each sample student folio must contain:

- student responses for three assessment instruments that represent significant subject matter from each of the three focus areas. These student responses are to comprise:
  - one supervised written assessment (essay response to unseen question) completed in Year 12
  - one research assessment completed in Year 12
  - one multimodal or spoken presentation completed in Year 12
- annotated records for three physical assessment instruments completed in Year 12. These student responses are to comprise:
  - evidence of at least two categories of physical activity
  - annotated instrument-specific standards for each physical assessment
- a student profile, which is a summary of the student's performance on those tasks included in the folio.

Verification submissions must also contain:

- a copy of the school's approved work program
- assessment instrument requirements as outlined in Section 5.5.1 for each assessment instrument
- class results for physical response performances for each of the three physical assessments
- evidence as appropriate for multimodal or spoken presentations — this may include visual evidence
- visual evidence from two different physical activity categories illustrating standard A and standard C performances of students from the current Year 12 cohort under review (see advice below).

Visual evidence for judgments made about physical performances

It is a requirement that school's judgments about application of standards to physical performances be supported by visual evidence. The school selects physical performances from two different physical activity categories completed by verification.

The visual evidence for each physical activity will:

- illustrate the typical A and C standards across the three dimensions in authentic performance environments. If there is no A or C standard in the cohort, then evidence of the next highest standard of work in each case will be supplied

- be accompanied by commentary explaining the school's decisions about highlighted standards

- be no longer than four minutes duration.

For information about preparing monitoring and verification submissions, schools should refer to <www.qsa.qld.edu.au> (select Years10–12 > Moderation and quality assurance > Forms and procedures).

5.6.1 Post-verification assessment

Schools must use assessment information gathered after verification in making judgments about exit levels of achievement for those students who are completing the fourth semester of the course of study. For this syllabus students are to complete two assessments:

- a physical assessment from the final physical activity unit

- a written, multimodal or spoken instrument assessing the focus area/s under study for that unit.

The instruments should reflect the complexity appropriate to the stage of the course and must assess the applicable aspects of each of the dimensions in each instrument.

5.6.2 Student profile

The purpose of the student profile is to record student achievement over the four-semester course of study. Key elements on the profile include:

- semester units/themes/topics

- assessment instruments in each semester

- standard achieved in each dimension for each instrument

- instruments used for summative judgments

- interim level of achievement at monitoring and verification.

5.7 Exit standards

The purpose of standards is to make judgments about a student's level of achievement at exit from a course of study. The standards are described in the same dimensions as the assessable general objectives of the syllabus. The standards describe how well a student has achieved the general objectives and are stated in the standards matrix.

The following dimensions must be used:

- Dimension 1: *Acquiring*

- Dimension 2: *Applying*

- Dimension 3: *Evaluating*.

Each dimension must be assessed in each semester, and each dimension is to make an equal contribution to the determination of exit levels of achievement.

5.8 Determining exit levels of achievement

When students exit the course of study, the school is required to award each student an exit level of achievement from one of the five levels:

- Very High Achievement (VHA)
- High Achievement (HA)
- Sound Achievement (SA)
- Limited Achievement (LA)
- Very Limited Achievement (VLA).

Exit levels of achievement are summative judgments made when a student exits the course of study. For most students this will be after four semesters. For these students, judgments are based on exit folios providing evidence of achievement in relation to all general objectives of the syllabus and the standards.

All the principles of exit assessment must be applied when making decisions about exit levels of achievement.

5.8.1 Determining a standard

The standard awarded is an *on-balance judgment* about how the qualities of the student's work match the standards descriptors overall in each dimension. This means that it is not necessary for the student to have met every descriptor for a particular standard in each dimension.

When standards have been determined in each of the dimensions for this subject, the following table is used to award exit levels of achievement, where *A* represents the highest standard and *E* the lowest. The table indicates the *minimum combination of standards* across the dimensions for each level.

Awarding exit levels of achievement

VHA	Standard A in any two dimensions and no less than a B in the remaining dimension.
HA	Standard B in any two dimensions and no less than a C in the remaining dimension.
SA	Standard C in any two dimensions and no less than a D in the remaining dimension.
LA	At least standard D in any two dimensions.
VLA	Standard E in the three dimensions.

Some students will exit after one, two or three semesters. For these students, judgments are based on folios providing evidence of achievement in relation to the general objectives of the syllabus covered to that point in time. The particular standards descriptors related to those objectives are used to make the judgment.

Further information can be found at <www.qsa.qld.edu.au> (select Years 10–12 > Moderation and quality assurance > Forms and procedures (scroll to Additional guidelines and procedures).)

Standards matrix

Dimension	A	B	C	D	E
Acquiring	The student work has the following characteristics: • consistent and successful reproduction of a wide range of physical responses performed fluently, accurately, and where applicable with speed • comprehensive and accurate demonstration and understanding of rules, safety and sophisticated performance strategies through physical responses • in-depth comprehension of a wide range of terminologies, principles and concepts relevant to both the focus area and physical activity • sustained and accurate use of appropriate textual features.	The student work has the following characteristics: • successful reproduction of a range of physical responses performed fluently, accurately, and where applicable with speed • accurate demonstration and understanding of rules, safety and sophisticated performance strategies through physical responses • comprehension of a range of terminologies, principles and concepts relevant to both the focus area and physical activity • accurate use of appropriate textual features.	The student work has the following characteristics: • competent reproduction of a range of physical responses performed with accuracy • proficient demonstration and understanding of rules, safety and simple performance strategies through physical responses • comprehension of fundamental terminologies, principles and facts relevant to both the focus area and physical activity • use of appropriate textual features.	The student work has the following characteristics: • variable reproduction of physical responses • variable demonstration of rules, safety and basic performance strategies through physical responses • recollection and recognition of simple terminologies, principles or facts relevant to the focus area and physical activity • use of textual features.	The student work has the following characteristics: • isolated reproduction of physical responses • isolated demonstration of some learned rules and safety through physical responses • recognition of some information associated with the focus area and physical activity • use of texts.

Dimension	A	B	C	D	E
Applying	The student work has the following characteristics: • consistent and successful application and combination of a wide range of physical responses in authentic performance environments • consistent and successful application and combination of a wide range of team and individual strategies that enhance the physical performances of self and others • insightful, independent and appropriate analysis and application of information relating to both the focus area and physical activity • purposeful and effective selection, sequencing and organisation of relevant and substantial subject matter.	The student work has the following characteristics: • successful application and combination of a range of physical responses in authentic performance environments • successful application and combination of a range of team and individual strategies that enhance the physical performances of self and others • independent and appropriate analysis and application of information relating to both the focus area and physical activity • purposeful selection, sequencing and organisation of relevant and substantial subject matter.	The student work has the following characteristics: • competent application and combination of a range of physical responses in authentic performance environments • competent application and combination of a range of simple team and individual strategies that enhance the physical performances of self and others • appropriate analysis and application of information relating to both the focus area and physical activity • suitable selection, sequencing and organisation of relevant subject matter.	The student work has the following characteristics: • application of simple physical responses in authentic performance environments • application of simple team or individual strategies that relate to the physical performances of self or others • comparison and categorisation of information relating to the focus area and physical activity • selection and sequencing of subject matter.	The student work has the following characteristics: • isolated application of simple physical responses in authentic performance environments • isolated application of simple, rehearsed strategies that relate to the physical performances of self • comparison or categorisation of information with assistance • selection of basic subject matter.

Dimension	A	B	C	D	E
Evaluating	The student work has the following characteristics: • consistent and discerning reflection and decision making that enhances physical responses and outcomes in or about authentic performance contexts • consistent and effective initiation of change or modification of personal and/or team strategies to solve problems in or about authentic performance contexts • discerning, convincingly justified and independent evaluations, solutions and recommendations concerning the focus area and physical activity • discerning and effective choice of communication strategies to enhance meaning and impact.	The student work has the following characteristics: • discerning reflection and decision making that enhances physical responses and outcomes in or about authentic performance contexts • effective initiation of change or modification of personal and/or team strategies to solve problems in or about authentic performance contexts • justified and independent evaluations, solutions and recommendations concerning the focus area and physical activity • effective choice of communication strategies that enhance meaning and impact.	The student work has the following characteristics: • competent reflection and decision making that assists physical responses and outcomes in or about authentic performance contexts • initiation of change or modification of personal and/or team strategies to solve simple problems in or about authentic performance contexts • defended evaluations and solutions concerning the focus area and physical activity • effective choice of communicative strategies that convey meaning.	The student work has the following characteristics: • guided reflection or decision making that supports simple physical responses and outcomes in or about authentic performance contexts • guided changes to personal and/or team strategies to offer solutions to simple problems in or about authentic performance contexts • superficial evaluations or solutions concerning the focus area and physical activity • communication strategies that convey meaning.	The student work has the following characteristics: • directed physical responses and outcomes in or about authentic performance contexts • directed changes to personal physical responses to offer solutions to simple problems in or about authentic performance environments • directed responses to problems concerning the focus area and physical activity • communication of some meaning.

6. Language education

Teachers of Senior English have a special responsibility for language education. However, it is the responsibility of all teachers to develop and monitor student abilities to use the forms of language appropriate to their own subject areas. Their responsibility entails developing the following skills:

- ability in the selection and sequencing of information required in the various forms (such as reports, essays, interviews and seminar presentations)
- the use of technical terms and their definitions
- the use of correct grammar, spelling, punctuation and layout.

Assessment in all subjects needs to take into consideration appropriate use of language.

Language education in Physical Education is concerned therefore not only with equipping students with the skills to communicate effectively in suitable genres, but also with helping them develop a critical awareness of language use.

Physical Education requires students to understand and use language in a variety of genres. This language may be located in a range of texts including books, journals, newsprint, reports and film, and presentations of various types of media and information communications technologies. Each language setting has its own conventions and its own vocabulary to which students need to be sensitised. Language can also be used to establish, maintain and enforce social relationships. Students should therefore be involved in learning experiences that assist them to understand the importance of analysing and constructing texts for particular purposes and audiences.

As the learning of language is a developmental process, teachers of Physical Education should plan for the development of the skills necessary for effective communication. This responsibility entails developing student abilities to:

- understand what they read, view and hear
- use language effectively when writing, creating and speaking
- be critically aware of the way language can be used in the establishment of social relationships
- use language suitable to the purpose and audience
- use terminology accurately
- use the conventions of the text types particular to the subject
- use language conventions related to grammar, spelling, punctuation and layout
- use conventions applicable to diagrams, graphs, statistics and acknowledging sources.

Students should be assessed using instruments that are familiar in textual features and complexity of language.

7. Quantitative concepts and skills

Success in dealing with issues and situations in life and work depends on the development and integration of a range of abilities, such as being able to:

- comprehend basic concepts and terms underpinning the areas of number, space, probability and statistics, measurement and algebra

- extract, convert or translate information given in numerical or algebraic forms, diagrams, maps, graphs or tables

- calculate, apply algebraic procedures, implement algorithms

- use calculators and computers

- use skills or apply concepts from one problem or one subject domain to another.

Some subjects focus on the development and application of numerical and other mathematical concepts and skills. These subjects may provide a basis for the general development of such quantitative skills or have a distinct aim, such as to prepare students to cope with the quantitative demands of their personal lives or to participate in a specific workplace environment.

Nevertheless, in all subjects, students are to be encouraged to develop their understanding and to learn through the incorporation — to varying degrees — of mathematical strategies and approaches to tasks. Similarly, students should be presented with experiences that stimulate their mathematical interest and hone those quantitative skills that contribute to operating successfully within each of their subject domains.

The distinctive nature of a subject may require that new mathematical concepts be introduced and new skills be developed. In many cases, however, it will be a matter of teachers, in the context of their own subjects, encouraging the use of quantitative skills and understandings that were developed previously by their students. Within appropriate learning contexts and experiences in the subject, opportunities are to be provided for the revision, maintenance, and extension of such skills and understandings.

8.   Educational equity

Equity means fair treatment of all. In developing work programs from this syllabus, schools should incorporate the following concepts of equity.

All young people in Queensland have a right to gain an education that meets their needs and prepares them for active participation in creating a socially just, equitable and democratic global society. Schools need to provide opportunities for all students to demonstrate their abilities and what they know and can do. All students, therefore, should have equitable access to educational programs and human and physical resources. Teachers should ensure that particular needs of the following groups of students are met: female students; male students; Aboriginal students; Torres Strait Islander students; students from non–English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; and students from low socioeconomic backgrounds.

Subject matter chosen should include, whenever possible, the contributions and experiences of all groups of people. Learning contexts and community needs and aspirations should also be considered. In choosing appropriate learning experiences teachers can introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.

Resource materials used should recognise and value the contributions of both females and males within society, and include social experiences of both genders. Resource materials should also reflect cultural diversity within the community and draw from the experiences of the diverse range of cultural groups in the community.

To allow students to demonstrate achievement, barriers to equal opportunity need to be identified, investigated and removed. This may involve being proactive in finding the best ways to meet the diverse range of learning and assessment needs of students. The variety of assessment techniques in the work program should allow students of *all* backgrounds to demonstrate their knowledge and skills related to the dimensions and standards stated in this syllabus. Syllabus dimensions and standards should be applied in the same way to all students.

Teachers should consider equity policies of individual schools and schooling authorities, and may find the following resources useful for devising an inclusive work program:

ACACA 1995, *Guidelines for Assessment Quality and Equity*, available from <www.acaca.org.au>.

ANTA 2004, *A guide to equity and the AQTF*, available from Australian Training Products Ltd <www.atpl.net.au>.

QSA 2009, *Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects* and 2006, *Policy Statement: Equity*, available from <www.qsa.qld.edu.au>.

EQ 2005, *Inclusive education statement*; and 2005, *Education Policy and Procedures Register: Inclusive education*, available from <http://education.qld.gov.au/strategic/eppr>.

QSCC 2001, *Equity Considerations for the development of curriculum and test materials,* available from <www.qsa.qld.edu.au>.

QCEC 2009 *Inclusive practices in Catholic schools in Queensland,* available from <www.qcec.qld.catholic.edu.au>.

9. Resources

See QSA website <www.qsa.qld.edu.au> for resources.

10. Glossary

Arnold's (1985) concepts of "in, through and about":

- Learning in physical activity refers to experiential outcomes, where students directly acquire knowledge, understandings and skills as a result of thoughtful participation in physical activity (e.g. applying tactics and strategies in a game, appraising the physical capacities and requirements of an activity).

- Learning through physical activity refers to instrumental outcomes where students indirectly acquire understandings, capacities and attitudes as a result of studying and participating in physical activity (e.g. increased physical fitness, aesthetic appreciation of a performance, continued participation in a physical activity).

- Learning about physical activity refers to a rational form of inquiry, where students directly acquire knowledge and understandings as a result of studying and participating in physical activity (e.g. examining the impact of gender stereotypes on participation in physical activity and planning psychological strategies for pre-match preparation). These understandings are applied in the interpretation, analysis, synthesis and evaluation of experiences in studying physical activity.

Authentic learning
Learning that is based on real-life or lifelike contexts and that has meaning and purpose in the life of students.

Authentic performance contexts/environments
Contexts that are applicable to the performance of that activity.

Conventions of communication
Rules that govern the way we write and speak, suitable to the purpose of the text and the audience for whom it is intended (e.g. formal or informal language).

Genre
Accepted patterns and conventions for presenting texts (e.g. the format for a written report).

Performance strategies
Strategies that seek to improve performance.

Texts
Written (e.g. essay), spoken (e.g. speech), visual (e.g. sign) or multimodal (e.g. PowerPoint) artefacts that have a particular and intended function and purpose.

Textual features
The micro features of text (e.g. spelling).

Appendix 1: Sample courses of study

Sample courses of study and units of work are available on the QSA website <www.qsa.qld.edu.au>