**Video transcript: WACE 2015-16 – Health and Physical Education**

Year 11 students in 2015 and Year 11 and Year 12 students in 2016 will study the revised Western Australian Senior Secondary Curriculum for the first time.

The Western Australian Curriculum will include the Australian Curriculum courses which have been adopted and adapted to suit Western Australian needs and WACE courses which have been adapted to suit the revised structure.

There is increased rigour in the syllabuses. The changes are not about making school harder for students. They do raise the bar, though. Raising expectations means that we are supporting students to achieve at a higher standard.

For more information about the changes to the WACE starting in 2015 we recommend you watch the WACE 2015-16 overview video.

Courses in the Health and Physical Education learning area build on the current WACE courses.

The Health and Physical Education learning area features eight courses.

The ATAR suite for Health and Physical Education includes:

* Health Studies
* Outdoor Education, and
* Physical Education Studies.

The General suite comprises five courses:

* Health Studies
* Outdoor Education
* Physical Education Studies
* Health, Physical and Outdoor Education Foundation, and
* Health and Physical Education Preliminary.

While Health Studies ATAR and General are List A courses, the remaining courses in the Health and Physical Education learning area sit in List B.

Foundation courses are typically for students with severely limited English literacy and numeracy skills. Only students who have not demonstrated the minimum standard in the relevant component of the literacy and numeracy requirement may enrol in these courses.

Preliminary coursesare for students who have identified special needs.

It is important to remember that students who have achieved the numeracy standard are not eligible to enrol in Health, Physical and Outdoor Education Foundation and other List B Foundation courses. As well as this, students who achieve the minimum standard of numeracy in Semester 1 of Year 11 are **not** eligible to continue in the associated Foundation courses in Semester 2 of that year.

Information about the numeracy standard is available on the Authority website.

There is a syllabus for each year of each course that sets out the content to be covered in each unit. The Year 11 syllabus details Units 1 and 2. The Year 12 syllabus details Units 3 and 4.

Units 1 and 2 are typically studied as a pair. Units 3 and 4 must be studied as a pair.

The complexity of the syllabus content increases from Year 11 to Year 12. For this reason, a student cannot complete Year 12 units and then move to Year 11 units.

Typically, the Year 11 and 12 Western Australian syllabuses follow the same structure. They all begin with a rationale and aims that are followed by information about the organisation of the course. Unit information includes a unit description, learning outcomes and unit content.

The syllabuses include information about school-based assessment and grading, which is supported through grade descriptions. The grade descriptions have been modified from the current WACE courses. These are interim descriptions and will be refined during the early years of implementation.

The grade descriptions are included in an appendix of the syllabuses. Many courses also have a glossary that defines key words in the context of the course.

Consistent with the Australian Curriculum, the organisation section of the syllabuses includes reference to general capabilities and cross-curriculum priorities.

The unit information, specifically the unit content, identifies the expected learning within each syllabus. Unless they are identified within the specified unit content, the general capabilities and cross-curriculum priorities are not assessed.

Some syllabus elements are course and year specific.

In general, the progression from Year 7–10 in the Year 11 syllabuses shows how the courses build on knowledge, understandings and skills

The Year 11 and 12 ATAR course syllabuses adopted and adapted from the Australian Curriculum are organised around the course aims and unit learning outcomes.

The Year 12 ATAR courses contain the WACE examination design briefs.

The Year 11 and 12 ATAR course syllabuses based on the current Stage 2 and Stage 3 WACE courses are organised around the course outcomes.

Year 12 General courses, except Preliminary, include information about the externally set tasks, known as ESTs, which are part of the Authority’s moderation processes from 2016. There are sample externally set tasks on our website.

Courses in the Health and Physical Education learning area focus on the development of knowledge, understanding and skills which support students to be resilient and take actions to promote their health and physical activity participation.

ATAR courses in Health and Physical Education are designed to prepare students for their study in tertiary environments in their chosen fields of endeavour. The Health and Physical Education General courses build on the capacity of students to apply Health and Physical activity skills and concepts to everyday life.

Health Studies courses develop the knowledge, understanding and skills necessary to promote an understanding of the importance of personal and community action in promoting health.

Health Studies ATAR focuses on the impact of a broad range of factors influencing the health of individuals and communities and differences in health across populations. Health Studies General focuses on factors influencing personal health and frameworks for health promotion action.

Through interaction with the natural world, Outdoor Education courses aim to develop an understanding of relationships with the environment, others and ourselves.

Outdoor Education ATAR aims to develop leadership skills with the ultimate goal of the courses being for students to contribute to a sustainable world. Outdoor Education General aims to develop an understanding of our relationships with the environment, other and ourselves while contributing towards a sustainable world.

The Physical Education Studies courses promote the physical, social and emotional growth of students.

The integration of theory and practice in Physical Education Studies ATAR places an emphasis on understanding and improving performance of self and others in physical activities. Physical Education Studies General emphasises understanding and improving performance in physical activities.

Health, Physical and Outdoor Education Foundation is a new course designed for students who have not demonstrated the WACE standard of numeracy and literacy skills. It is made up of core modules and electives which draw on content from existing Stage 1 Health Studies, Physical Education Studies and Outdoor Education courses.

Health and Physical Education Preliminary is designed for students who have been identified as having a learning difficulty and/or intellectual disability.

The course focuses on:

* access and evaluation of relevant health information
* the development of personal, behavioural, social and cognitive skills
* the acquisition and application of movement skills, and
* engagement in regular movement-based experiences.

There have been some changes to the content of all the Health and Physical Education courses.

Year 11 Health Studies ATAR has new content in Unit 2 on ethical issues arising from contemporary health practices such as:

* organ and tissue donation
* in-vitro fertilisation
* stem cells, and
* genetically modified foods.

In the Year 12 ATAR course, some content has been deleted from Unit 3, in particular from the attitudinal and environmental influences, and the skills and processes content areas.

In Physical Education Studies, the reference to 'strategies' has been removed from the practical component of all units.

Changes to the Outdoor Education courses include the removal of reference to fitness and the inclusion of specific reference to sustainability projects.

A course unit is completed when a grade is assigned. For this to occur, a student must have had the opportunity to complete the structured education program and the assessment program, unless the school accepts that there are exceptional and justifiable circumstances.

The assessment program is summarised in the assessment table.

You will notice the assessment tables for Year 12 now show fixed assessment weightings rather than having a weighting range.

Examinations are now specified as a separate assessment type in Health and Physical Education ATAR courses, where previously they were part of the response type.

Students who enrol in General courses, except Preliminary, must make a genuine attempt in the externally set task to complete a course.

The ESTs will be written assessments. The Authority will inform schools during Term 3 of the preceding year of the section or sections of the syllabus content on which an EST will be based.

The ESTs will be worth 15 per cent of a student’s final mark.

More information about ESTs is available on the Authority website.

In Health Studies ATAR the WACE assessment type ‘production’ has been renamed ‘project’.

Schools report student achievement in Preliminary courses as either completed or not completed.

Evidence of student progress towards completion of a unit may be based on ongoing observations during teaching and learning or from specifically designed set tasks.

Students may progress through the unit outcomes independently or with support. The type of support can vary according to individual student need and the requirements of the set task.

The practical component of performance 1 and performance 2 has been maintained in Outdoor Education.

In Outdoor Education General, the performance assessment types 1 and 2 contribute 50 per cent to the final mark. In Outdoor Education ATAR, the performance assessment types contribute 30 per cent to the final mark.

Students enrolled in Year 12 ATAR courses are required to sit the examination. When sitting an external examination, it is critical that students make a genuine attempt.

The examination design briefs for the Health Studies ATAR and Outdoor Education ATAR are unchanged. Some minor edits have been made to wording in supporting information to improve clarity.

In the design brief for Physical Education Studies, the number of multiple choice questions has changed from 15 to 20. Some minor edits have been made to wording in supporting information to improve the clarity.

Syllabuses will be reviewed typically on a five-year cyclical basis, according to learning area. The schedule of review will be published in 2014.

The Australian Government announced a review of the Australian Curriculum in January 2014. The report on the review is due to be completed by 31 July 2014. Any changes that the Australian and Western Australian Governments may endorse as a result of the review will be considered in the Western Australian syllabuses as part of our curriculum review cycle.

A range of support materials for teachers can be found on the Authority’s website. We encourage teachers to participate in briefings and discussions and to register for the eCircular to keep up to date.