

EDUC3203: Specialist Studies in Senior PDHPE

Callaghan

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

This course allows students to research and consider the role and value of Personal Development, Health and Physical Education (PD/H/PE) in contemporary society and the broader curriculum. Students will explore the principles and practices of teaching and learning in post-compulsory PD/H/PE, experience planning and programming for Stage 6 PD/H/PE, Community and Family Studies (CAFS), Sport, Lifestyle and Recreation (SLR), PD/H/PE Life Skills as well as Crossroads courses. Students will also explore course assessment requirements of the Higher School Certificate for Stage 6 PD/H/PE, information technologies and resources for teaching and assessing senior students.

Requisites

For students who commenced in the program in 2016 onwards, enrolment in this course is dependent on successful completion of the teacher education admission milestone:

- Three HSC band 5s (including one in English) or
- 80 units of UON courses or
- Regulatory authority approved comparable pathways.

To enrol in this course students must be active in one of the following programs:

- B Teaching (Secondary) / Bachelor of Health and Physical Education [12370],
- B Teaching (Secondary) / Bachelor of Health and Physical Education [12218],
- B Education (Secondary) [40107],
- B Education (Secondary) (Hons) [40108]

Contact Hours

Callaghan Tutorial

Face to Face On Campus
2 hour(s) per Week for 12 Weeks

Unit Weighting

10

Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

CONTACTS

Course Coordinator	Callaghan Dr Tracey Kelty Tracey.Kelty@newcastle.edu.au 49216227 Consultation: Please email for an appointment.
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	Curriculum overview of Stage 6 senior school studies. Programming for Stage 6 - 2 Unit PDHPE. Stage 6 assessment requirements. Programming and assessment design for Stage 6 Community and Family Studies course. Programming and Assessment for Sport, Lifestyle and Recreation courses. Programming and implementation of the Crossroads/PDHPE 25 hour compulsory senior course. Programming and assessment of other Stage 6 HPE related courses including Life Skills/Special Education requirements. Effective principles and practices of teaching and learning for senior school studies. Critical reflection of state, national and global senior studies.
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Demonstrate knowledge and understanding of the role of PD/H/PE in the post compulsory school curriculum (Year 11-12);2. Demonstrate an understanding of the rationale, content and policies related to Stage 6 PD/H/PE, CAFS, SLR and Life Skills syllabi as well as the Crossroads senior course;3. Demonstrate skills in, and show knowledge of, the nature, sources and application of information technology resources for the senior syllabi being studied in this course;4. Develop an understanding of the HSC requirements for Stage 6 syllabi studied in this course5. Develop increasing competence in the areas of assessment, reporting and evaluation procedures for Stage 6 learning;6. Demonstrate an understanding of teaching practices that fosters lifelong learning.
Course Materials	Course Materials include access to the NESA resources for Stage 6 work. https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment Students will be required to download all Stage 6 Syllabus documents for the following NESA existing courses and courses that are soon to be implemented: Stage 6 – PDHPE 2 Unit course and Life Skills course Stage 6 - Health and Movement Science 11–12 Syllabus Stage 6 – Community and Family Studies and Life Skills course Stage 6 – Sport, Lifestyle and Recreation course

SCHEDULE

Week	Week Begins	Topic	Learning /Resources	Assessment
1	26 Feb 2024	Tutorials start this week Introduction to the course. Structure of Stage 6 courses. NSW Curriculum update	Refer to Canvas weekly Modules. An electronic device is required each week. Eg. Laptop or equivalent device.	NOTE: Assessment is progressively scaffolded and checked weekly.
2	4 Mar	Programming for Stage 6 PDHPE and Health and Movement Science 11–12 Syllabus Scope and sequence Development	Download 2Unit PDHPE Syllabus and Health and Movement Science 11–12 Syllabus	
3	11 Mar	Unit planning for Stage 6 HMS 11-12 Part 126	Bring 2 Unit HMS Syllabus and your completed Stage 6 Scope and Sequence.	Completed Scope and Sequence and outcomes map
4	18 Mar	Unit planning for Stage 6 HMS Part 2 – Unit Assessment and Evaluation in teaching practice.	Bring your HMS Syllabus and Scope and sequence with draft Unit Plan.	Draft Unit Plan
5	25 Mar	Assessment Scheme development Understanding programming for engaging assessment and NESA requirements.	Bring Syllabus, Scope and Sequence, completed Unit Plan and Assessment ideas.	Completed Unit Plan
6	1 Apr	Assessment Task development and administration of valid, fair and reliable tasks. Marking criteria development	Access the following site and review it: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes	Completed Assessment Scheme
7	8 Apr	Assessment moderation and its application to support consistent and comparable judgements of student learning. Marking and reporting Stage 6 course performance.	Visit Assessment and reporting section: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment	Assessment 1 Due Friday 12 6 April 2024 by 11:59pm
Mid Term Break commencing 15th to 26th pril 2024				
Mid-Semester Break				
8	29 Apr	Programming for Stage 6 CAFS	Download CAFS syllabus for class use.	Assessment 2 begins: In class exam 1
9	6 May	Assessment for Stage 6 CAFS including work on IRP tasks.	Bring your CAFS Syllabus .	Assessment 2 In class exam 2
10	13 May	Programming and Assessment for Sport, Lifestyle and Recreation Senior course	Download the SLR syllabus document	Assessment 2 In class exam 3
11	20 May	Stage 6 – 25-hour PDHPE Course Extra curricula opportunities in PDHPE.	This document will be available on Canvas	Assessment 2 In class exam 4
12	27 May	Effective principles and practices for teaching and learning in senior school. On country experience.		Assessment 2 In class exam 5

13	3 June	Supplementary Class exams week TBA	Absent students may be required to attend this week to complete missed assessment exams.	
Examination Period				
Examination Period				

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Programming	Friday, 12 April 2024 Program is scaffolded in-class with progressive components Week 2 to 7	Individual	50%	1, 2, 3, 4, 5, 6
2	Examination	Week 8 to Week 12 Five weekly in-class tests (10% each)	Individual	50%	1, 2, 4

Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Programming

Assessment Type Purpose

Written Assignment

The purpose of this assignment is for students to demonstrate their knowledge, understanding and skills to develop a program for a senior secondary school Stage 6 course. This program will include a full scope and sequence, outcomes map, an assessment schedule/scheme, one example unit plan and one assessment task and marking guidelines/rubric that all adhere to curricula requirements.

Description

This task is an individual assessment and students will design a full Stage 6 Preliminary HMS program. This task is scaffolded to gradually complete the program components each week and each component is expected to be of a professional format and standard. A full description of the task is set out below:

PART 1 - School Context (one page)

Outline a realistic school context of a **fictional school** in either a rural, regional, coastal or inner city setting. Give the school a fictional name and describe the demographics, facilities, staff and any other relevant details to set a scenario for a school context. Student will then create a program to cater for the senior students in this fictional school setting.

PART 2 – Yearly Program and Outcomes mapping (2 pages)

Develop a Stage 6 HMS teaching program (Year 11 AND 12) and type up a Scope and Sequence (one page) and complete the outcome maps according to NESA requirements.

PART 3 – Unit Plan (Guide 6-8 pages)

Prepare one (1) unit of work from the developed Stage 6 Preliminary course (found at Part 2). All areas of the Unit Planning process will be completed on the set proforma (See Canvas to download the form). This unit of work will detail areas of unit programming including, but not limited to, Outcomes, content, teaching strategies, learning activities, literacy, numeracy, working mathematically, assessment, feedback, and evaluation processes to improve student learning, including consideration for provisions of students with special needs. The unit sequence is to be completed on the proforma including content, selection of a range of suitable, age-appropriate teaching strategies and activities that include some use of technologies for enhancing student learning and ICT skills.

PART 4 – Preliminary and HSC Course Assessment Scheme (one page)

An assessment schedule (Scheme) that documents formal assessment tasks in accordance with NESA requirements for the Preliminary and HSC course will be developed to assess work programmed in the scope and sequence from Part 2.

PART 5 - Student assessment task handout (2 pages)

Select ONE assessment task from the assessment scheme (Part 4) and develop a full student information handout for this task (See proforma on Canvas). This task can be designed to assess a Core and/or Option in the Preliminary program. This task must include the use of technology. The assessment task design will include a thorough task description and consider all NESA curricula requirements.

PART 6 - Assessment task marking guidelines/rubric (one page)

Develop a set of marking guidelines/rubric table for the developed assessment task in Part 5 in accordance with NESA requirements.

PART 7 - Class data spreadsheet (one page)

Create class data set for the HSC Assessment scheme and add in a class set of hypothetical names and hypothetical results for all tasks. Include all NESA requirements.

Refer to Canvas for learning materials and weekly work to complete this scaffolded task.

Weighting

50%

Length

16 pages maximum

Due Date

Friday 12 April 2024 at 11:59pm

Submission Method

Online

This assessment task is to be submitted online to Canvas.

Assessment Criteria

Students are assessed on their knowledge, understanding and skills to design a senior teaching and assessment program for Stage 6 and will be marked according to the following criteria:

1. Demonstrated knowledge and understanding of current NESA curriculum requirements.
2. The quality of the rationale/school profile and the alignment and development of the teaching and assessment program to the hypothetical school and senior classes.
3. Demonstrate knowledge of the senior studies content and how to teach it through effective programming, assessment and evaluation of the developed program.
4. Develop a suitable assessment task and marking scheme/rubric for evaluating student performance and demonstrate skills in data input to record student results.
5. The ability to embed ICT in the unit of work and assessment task.
6. Demonstrate academic skills including ICT skills, formatting, literacy, numeracy and referencing skills.

Return Method

Online

Feedback Provided

Online recorded in Canvas.

Assessment 2 - Examination

Assessment Type

In Term Test

Purpose

The purpose of this assessment is to assess student's acquisition of specialised knowledge and understanding of the curriculum/ syllabi and assessment practices in the senior secondary school.

Description

Students will be expected to demonstrate that they are insightful scholars by demonstrating their specialised knowledge and understanding of senior studies. Students use their cognitive and technical skills to demonstrate a broad understanding of a body of knowledge related to Stage 6 courses and senior school teaching and learning covered in this course.

This task will be administered in-class supervised by the tutor/course coordinator utilising Canvas online exam or hard copy exam to be completed by each individual student. The course examinations will be divided into five separate exams. The exams will be administered in class during the tutorials of weeks 8, 9, 10, 11 and 12.

Weighting

50%

Length

20 minutes for each exam over 5 weeks

Due Date

Week 8 to Week 12

Submission Method	Online
Assessment Criteria	Students are assessed on specialised knowledge and understanding of all content and material covered in face to face and/or online events, tutorial discussions, panel discussions, debates, audio-visual presentations, required readings and student class activities relating to teaching, learning, programming and assessment for Stage 6 senior studies. The students demonstrate they know the content, context as well as NESA requirements to teach senior students across NESA regulated courses.
Return Method	Online
Feedback Provided	Online - Feedback will be provided online.

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Attendance

- Attendance/participation will be recorded in all face-to-face tutorials and/or online events. A roll will be taken by the tutor during each class. If you are late to class please check with your tutor regarding attendance. It is expected that students attend a minimum of 80% of course tutorials to fulfill course attendance requirements

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

Academic Misconduct All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. Please see the [Student Academic Integrity Policy](#) for more information.

Adverse Circumstances The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the [Adverse Circumstance Affecting Assessment Items Procedure](#)

Important Policy Information The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the [policies and procedures](#) that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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EDUC3203 – Specialist Studies in Senior PDHPE 2024
Task 1 – Progressive In-Class Stage 6 Programming Task (50% weighting)

SUMMARY OF ITEM	Unsatisfactory	Developing	Satisfactory	Well-developed	Outstanding	Mark
	(0)	(2)	(3)	(4)	(5)	
(1) School context/profile detailed in the course outline.	An unsatisfactory context is evident and is not indicating a realistic school context. This context does not link to the planning for the prepared Stage 6 program expectations detailed in the course outline.	An inadequate context is evident and is not indicating a realistic school context. This context does not clearly link to the planning for the prepared Stage 6 program expectations detailed in the course outline.	A sound and realistic school context is evident and links to the planning for the prepared Stage 6 program expectations detailed in the course outline.	A well developed and realistic school context is evident and clearly links to the planning for the prepared Stage 6 program expectations detailed in the course outline.	An excellent and realistic school context is evident and clearly links to the planning for the prepared Stage 6 program expectations detailed in the course outline.	5
	(0 – 4)	(5-9)	(10-14)	(15-17)	(18-20)	
(2) Stage 6 Program & maps for correct stage and course detailed in the course outline.	An unsatisfactory Stage 6 scope and sequence is evident with in-accuracy and in most instances lacking sequential alignment. The program is not in accordance with NESAs requirements. The outcomes map is not completed in accordance with NESAs requirements.	An inadequate Stage 6 scope and sequence is evident with some in-accuracy and in some instances lacking sequential alignment. The program is basic and may not be in accordance with NESAs requirements. The outcomes map is basic and may not be completed in accordance with NESAs requirements.	A sound Stage 6 scope and sequence is produced and mostly demonstrates sequential alignment. The program is in accordance with NESAs requirements. The outcomes map is completed to a good standard also in accordance with NESAs requirements.	A well-developed Stage 6 scope and sequence is produced with accuracy and sequential alignment. The program is in accordance with NESAs requirements. The outcomes map is completed to a high standard also in accordance with NESAs requirements.	An excellent Stage 6 scope and sequence is produced with accuracy and sequential alignment. The program is accurate and in accordance with NESAs requirements. The outcomes map is completed to an excellent standard also in accordance with NESAs requirements.	20
	0-7	8-14	15-20	21-25	26-30	
(3) Unit Plan completion detailed in the course outline.	The unit plan proforma is not completed to expected standard. It lacks detail in most sections and is not completed as stated in the task description to provide an adequate unit of work. Consideration toward suitable and engaging strategies is very low and use of ICT skills and diversity is not evident. The resources section is either missing or not completed to a satisfactory standard. Further work on this plan is needed before future use.	The unit plan proforma is not completed to an adequate standard. It lacks detail in some sections and is not completed as stated in the task description to provide an adequate unit of work. Consideration toward suitable and engaging strategies is low and use of ICT skills and diversity is not clearly evident. The resources section is either missing or not completed to a satisfactory standard. Further work on this plan is needed before future use.	The unit plan proforma is completed to a good standard. It details all sections stated in the task description as required to provide an adequate unit of work. Consideration toward suitable and some engaging strategies that include use of ICT skills and diversity is evident. The resources section is included to a good standard.	The unit plan proforma is completed to a very well-developed standard. It details all sections stated in the task description as required to provide a well-developed unit of work. Consideration toward suitable and very engaging strategies that include use of ICT skills and diversity is evident. The resources section is included to a high standard.	The unit plan proforma is completed to an excellent standard. It details all sections stated in the task description to provide an outstanding unit of work. Consideration toward suitable and highly engaging strategies that include use of ICT skills and diversity is evident. The resources section is included to a very high standard.	30
	(0 – 2)	(3-4)	(5-6)	(7-8)	(9-10)	
(4) Assessment scheme detailed in the course outline.	An inadequate assessment scheme is evident and is not consistent with the scope and sequence. It shows a lack of variety of tasks that are not justified to effectively assess the outcomes for the PDHPE Preliminary modules. The NESAs requirements are not met to a good standard.	An inadequate assessment scheme is evident and is inconsistent with the scope and sequence. It shows a lack of variety of engaging tasks that are not well justified to effectively assess the outcomes for the PDHPE Preliminary modules. The NESAs requirements are not met to a good standard.	An adequate assessment scheme is evident and is consistent with the scope and sequence. It shows a good variety of engaging tasks that are justified to effectively assess the outcomes for the PDHPE Preliminary modules. The NESAs requirements are met to a good standard.	A well-developed assessment scheme is evident and is consistent with the scope and sequence. It shows a very good variety of engaging tasks that are well justified to effectively assess the outcomes for the Preliminary PDHPE modules. The NESAs requirements are met to a high standard.	An excellent assessment scheme is evident and is consistent and very well aligned with the Scope and Sequence plan. It shows a great variety of engaging tasks that are very well justified to effectively assess the outcomes for the Preliminary PDHPE modules. The NESAs requirements are met to a very high standard.	10

SUMMARY OF ITEM	Unsatisfactory (0 - 2)	Developing (3-4)	Satisfactory (5-6)	Well-developed (7-8)	Outstanding (9-10)	Mark
(5) Assessment task design detailed in the course outline	The set assessment task handout does not meet NESAs requirements. This task needs a lot of work to be significant, needs a lot of work to align to the scheme, is lacking in engagement and needs to be more challenging. The assessment task does not utilise technology with an in-class plan for completion. A lot of work is needed to improve this task.	The set assessment task handout does not meet NESAs requirements. This task needs a lot of work to be significant, needs work to align to the scheme, is lacking in engagement and needs to be more challenging. The assessment task utilises technology but not with an in-class plan for completion to a good standard.	The set assessment task handout meets NESAs requirements and would be a good student task that is mostly significant, aligns to the scheme, somewhat challenging and engaging. The assessment task utilises technology with an in-class plan for completion to a good standard.	The set assessment task handout meets NESAs requirements and would be a great student task that is highly significant, well aligned to the scheme, challenging and very engaging. The assessment task utilises technology with an in-class plan for completion to a high standard.	The set assessment task handout meets NESAs requirements and would be an excellent student task that is highly significant, very well aligned to the scheme, challenging and highly engaging. The assessment task utilises technology with an in-class plan for completion to a very high standard.	10
(6) Marking guidelines/rubric detailed in the course outline.	The marking criteria is not aligned with the rubric descriptors or marks allocated for each section. The marks for the task are not adequately weighted in accordance with the scheme and task design.	The marking criteria is not aligned with the rubric descriptors and/or marks allocated for each section. The marks for the task are not adequately weighted in accordance with the scheme and task design.	The marking criteria is aligned with the rubric descriptors and marks allocated for each section. The marks for the task are weighted in accordance with the scheme and task design.	The marking criteria is well aligned with the rubric descriptors and marks allocated for each section. The marks for the task are very well weighted in accordance with the scheme and task design.	The marking criteria is extremely well aligned with the rubric descriptors and marks allocated for each section. The marks for the task are very well weighted in accordance with the scheme and task design.	10
(7) Class data spreadsheet detailed in the course outline	An in-adequate class data set is prepared with an incomplete set of results allocated for some tasks. Assessment weighting is not accurate and NESAs requirements are incorrectly formatted and do not adhere to the Stage 6 course results to be processed at the school level.	An in-adequate class data set is prepared with an incomplete set of results allocated for some tasks. Assessment weighting is not accurate and NESAs requirements are incorrectly formatted and do not adhere to the Stage 6 course results to be processed at the school level.	An adequate class data set is prepared with a set of results allocated for all tasks. Assessment weighting is accurate and NESAs requirements are all correctly formatted and adhere to the Stage 6 course results to be processed at the school level.	A well-developed class data set is prepared with a set of results allocated for all tasks. Assessment weighting is accurate and NESAs requirements are all well formatted and adhere to the Stage 6 course results to be processed at the school level.	An excellent class data set is very well prepared with a set of results allocated for all tasks. Assessment weighting is accurate and NESAs requirements are all very well formatted and adhere to the Stage 6 course results to be processed at the school level.	10
(8) Academic skills, including format, literacy, numeracy, and appropriate program referencing throughout the document.	(0) Literacy, numeracy, and academic skills utilized during planning, and programming is not adequate. This program is not formatted and includes a lot of mistakes. It is not ready for further use in schools. A lot of work is needed to fix this work. The reference list is not correct or not included in APA 7 TH referencing style.	(2) Literacy, numeracy, and academic skills utilized during planning, and programming is in-adequate. This program is not formatted to a good standard and is not ready for further use in schools. The reference list is not correct or not included in APA 7 TH referencing style.	(3) Literacy, numeracy, and academic skills utilized during planning, and programming is adequate. This program is formatted to a good standard and ready for further editing to use in schools. The reference list is included in APA 7 TH referencing style.	(4) Literacy, numeracy, and academic skills utilized during planning, and programming is well-developed. This program is formatted in a professional manner, ready for further editing to use in schools. The reference list is included in APA 7 TH referencing style.	(5) Literacy, numeracy, and academic skills utilized during planning, and programming is exemplary. This program is formatted in a very professional manner, ready for further editing to use in schools. The reference list is included in APA 7 TH referencing style.	5
TOTAL						100