ECHE340

Curriculum Connections and Pedagogy 1

S1 Day 2019

Department of Educational Studies

Contents

Disclaimer

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General Information

Unit convenor and teaching staff Raewyn Burden raewyn.burden@mq.edu.au
Credit points 3
Prerequisites 39cp at 100 level or above including ECH130 and ECHP223
Corequisites
Co-badged status
Unit description This unit will introduce students to the NESA website and the resources available to support teachers in planning, scoping and implementing curriculum effectively. Assessment systems, including NAPLAN, will be examined and students will practice analysing assessment data effectively. In particular students will be reviewing the Key Learning Areas of: Mathematics; Personal Development, Health and Physical Education (PDHPE); Human Society and its Environment (HSIE). This unit will develop students' understandings of effective teaching and assessment, including literacy and numeracy learning, across curriculum areas in the K-6 context.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.

Examine planning and assessment strategies for all learners and develop strategies for providing timely and appropriate feedback to students about their learning.

Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.

Unpack the socio-historical origins of current understandings and pedagogical practices

that have impacted on the framing of the syllabus documents; PDHPE, History and Geography.

Compile a collection of movement and dance experiences for K-6.

Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

Examine strategies, such as NAPLAN; Best Start and analyse assessment data to assess student's learning in relation to KLA outcomes in ES1, S1, S2 and S3

General Assessment Information

Assessment Presentation and Submission Guidelines

Specific information in regards to exact submission criteria for each individual assessment task and related marking critera are available on the ECHE340 iLearn site.

Draft Submissions & Turnitin Originality Reports

Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.

The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.

Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

Students should regularly save a copy of all assignments before submission,

Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Assignment extensions and late penalties

In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration

Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.

Late submissions without extension will receive a penalty of 5% reduction of the total possible

mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria.** Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
PDHPE planning	40%	No	Multiple dates
Integrated Unit of Work	60%	No	Week 10

PDHPE planning

Due: **Multiple dates**
Weighting: **40%**

This assessment provides students with the opportunity to demonstrate their understanding of planning and teaching a practical dance lesson. It comprises of three interrelated parts:

Part A: Lesson Plan. *Due*: 9am, Tuesday, April 2 (Wk 6) Internal students to also hand in a hard copy during tutorials or lecture.

Part B: Dance teaching task. *Due:* In tutorials, Week 6 **or** at the on-campus session for external students

Part C: Reflection on teaching and lesson plan. **Internal students** *Due:* 9am, Tuesday, April 9 (Wk 7). **External students** *Due:* 9am, Wednesday, May 1 (Wk 8). Internal students to also hand in a hard copy during tutorials or lecture.

Additional information on Assessment 1 is available on the ECHE340 iLearn page.

On successful completion you will be able to:
- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.
- Unpack the socio-historical origins of current understandings and pedagogical practices that have impacted on the framing of the syllabus documents; PDHPE, History and Geography.
- Compile a collection of movement and dance experiences for K-6.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

Integrated Unit of Work

Due: **Week 10**
Weighting: **60%**

This assessment provides students with the opportunity to demonstrate their understanding of integration of various learning areas, by designing an integrated unit of work. Learning areas of History and Geography; as well as literacy and numeracy core concepts will be examined.

Due: 9am, Tuesday, May 14 (Week 10) via Turnitin. Internal students to also hand in a hard copy during tutorials or lecture.

Additional information on Assessment 2 is available on the ECHE340 iLearn page.

On successful completion you will be able to:
- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Examine planning and assessment strategies for all learners and develop strategies for providing timely and appropriate feedback to students about their learning.
- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.
- Unpack the socio-historical origins of current understandings and pedagogical practices that have impacted on the framing of the syllabus documents; PDHPE, History and Geography.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- Examine strategies, such as NAPLAN; Best Start and analyse assessment data to assess student's learning in relation to KLA outcomes in ES1, S1, S2 and S3

Delivery and Resources

Before commencing ECHE340, please read this outline very carefully and ensure that you can meet all requirements, including workload requirements, attendance requirements, and assessment requirements.

<u>Structure</u>

This unit is offered via internal and external modes and comprises of one one-hour lecture and one two-hour tutorial each week. All classes for this unit begin in **Session 1, Week 1** for all students.

Activities completed during tutorial and on-campus days are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards.

Students are required to participate in small group activities, whole class discussions, to read the weekly material in advance, to complete weekly exit tickets and to complete brief tasks either as individuals or in pairs.

Attendance at all lectures, tutorials and on-campus days is expected. Attendance will be recorded.

Credit points indicate the approximate hours per week that a student is expected to spend studying in order to pass a unit. One credit point equals 3 hours; thus, students are expected to spend approximately 9 hours per week studying ECHE340. Study includes listening to lectures, completing set readings and background readings, completing assignments and using the unit's

iLearn site.

Independent study is strongly encouraged in ECHE340**.** Some students may wish to spend more time on the unit, particularly if attempting to achieve high grades or if problems are encountered understanding the material or meeting unit requirements.

Please ensure that you have sufficient time to dedicate to your studies before attempting this unit. We are sympathetic that students often have significant domestic and work-related responsibilities. To be fair to our staff and to other students, however, these cannot be used to justify incomplete work or extension requests.

Practical Session Requirements

Students are expected to participate in all practical components of the unit and complete all activities as required.

For practical sessions, students must wear appropriate clothing and footwear for participation in sporting activities. Appropriate clothing is deemed as shorts, leggings, and tracksuit pants with footwear being joggers/running shoes. Students who arrive to practical sessions not correctly dressed (i.e. skirts, jeans, inappropriate footwear) may be unable to participate and will therefore be marked as absent.

Pregnancy and Injury

If you are pregnant or injured please be realistic and responsible in relation to both your health and the health of your developing child. PDHPE is a physically demanding unit of study (for example, it might include running, dancing, jumping or standing for extended periods of time) and your fitness to undertake it must be considered. Please feel free to discuss your circumstances with the unit coordinator if you are concerned about certain aspects. If you are unsure of your ability to fully participate, please speak with your medical practitioner for guidance.

Required and recommended texts and materials

There is no requirement to purchase any set texts for the completion of this unit.

The required and recommended readings for this unit are noted in full and will be available via the iLearn site.

Students are expected to purchase or download the following syllabus AND any support documents:

NSW K-10 PDHPE syllabus and support documents: https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe

NSW K-10 History syllabus and support documents: https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10

NSW K-10 Geography syllabus and support documents: https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10

iLearn

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials to assist your studies.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff.

Unit Schedule

Due to the practical nature of this unit and content delivered by various academics a complete schedule will be posted on the ECHE340 iLearn page for your convenience.

A full itinerary of the on-campus day for external students will be made available in the 'External Students' block of the ECHE340 iLearn page.

Content included in this unit:

- K-6 PDHPE Pedagogy and syllabus
- K-6 History and Geography
- Integrating Learning Areas
- Assessment and Learning
- Inclusive Practice
- Practical Dance and FMS
- Lesson Planning
- Planning units of work

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and

Teaching:

- Academic Appeals Policy

- Academic Integrity Policy

- Academic Progression Policy

- Assessment Policy

- Fitness to Practice Procedure

- Grade Appeal Policy

- Complaint Management Procedure for Students and Members of the Public

- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/study/getting-started/student-conduct

Results

Results published on platform other than eStudent, (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Attendance for undergraduate units

All Internal tutorials begin in Week 1 of Session 1

Activities completed during weekly tutorials (internal) or on campus days (external) are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials

- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email* Address

- The *Dialogue* function on iLearn

- Other iLearn communication functions

External Students

1. The on-campus sessions on Tuesday 23 April and Wednesday 24 April, 2019 are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.

2. Prior to the on-campus sessions, you should have read the prescribed readings and listened to the lectures. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops

- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Compile a collection of movement and dance experiences for K-6.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

Assessment tasks

- PDHPE planning
- Integrated Unit of Work

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing

environments.

This graduate capability is supported by:

Learning outcomes

- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Examine planning and assessment strategies for all learners and develop strategies for providing timely and appropriate feedback to students about their learning.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.
- Examine strategies, such as NAPLAN; Best Start and analyse assessment data to assess student's learning in relation to KLA outcomes in ES1, S1, S2 and S3

Assessment tasks

- PDHPE planning
- Integrated Unit of Work

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.
- Unpack the socio-historical origins of current understandings and pedagogical practices that have impacted on the framing of the syllabus documents; PDHPE, History and Geography.
- Compile a collection of movement and dance experiences for K-6.
- Demonstrate a developing understanding of pedagogy and appropriate teaching strategies and be able to critically reflect on these.

Assessment tasks

- PDHPE planning
- Integrated Unit of Work

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Examine planning and assessment strategies for all learners and develop strategies for providing timely and appropriate feedback to students about their learning.
- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.
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- Examine strategies, such as NAPLAN; Best Start and analyse assessment data to assess student's learning in relation to KLA outcomes in ES1, S1, S2 and S3

Assessment tasks

- PDHPE planning
- Integrated Unit of Work

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Examine planning and assessment strategies for all learners and develop strategies for providing timely and appropriate feedback to students about their learning.
- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.
- Unpack the socio-historical origins of current understandings and pedagogical practices that have impacted on the framing of the syllabus documents; PDHPE, History and Geography.
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Assessment tasks

- PDHPE planning
- Integrated Unit of Work

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Examine planning and assessment strategies for all learners and develop strategies for providing timely and appropriate feedback to students about their learning.
- Investigate and identify cross-curricular links and pedagogical approaches that are responsive to children's diversities and differences, behaviours, development and intellectual pursuits.

Assessment tasks

- PDHPE planning
- Integrated Unit of Work

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Identify and develop diverse strategies for programming, planning and assessing learning in an integrated and inclusive manner that supports diverse student learners.
- Examine planning and assessment strategies for all learners and develop strategies for providing timely and appropriate feedback to students about their learning.
- Examine strategies, such as NAPLAN; Best Start and analyse assessment data to assess student's learning in relation to KLA outcomes in ES1, S1, S2 and S3

Assessment tasks

- PDHPE planning
- Integrated Unit of Work

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- Unpack the socio-historical origins of current understandings and pedagogical practices that have impacted on the framing of the syllabus documents; PDHPE, History and Geography.

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- Unpack the socio-historical origins of current understandings and pedagogical practices that have impacted on the framing of the syllabus documents; PDHPE, History and Geography.

Changes from Previous Offering

Changes to this unit from 2018 include:

- deletion of one assessment task from unit (from three required assessment tasks to two assessment tasks)

- increase of Assessment 1 weighting to 40%

- increase of Assessment 2 weighting to 60%

- inclusion of a reflection into Assessment 1

- deletion of PDHPE component from Assessment 2

- additional criteria required for Assessment 2