

Amendments to *VCE International Politics Study Design* and *VCE Physical Education Study Design*

Teachers of Units 3 and 4 National Politics should note that there has been an amendment to page 20 of the *VCE International Politics Study Design*. For details of this change, please refer to the February 2007 VCAA Bulletin No. 45, page 8.

Teachers of Units 3 and 4 Physical Education should note that there has been an amendment to pages 23–24 of the *VCE Physical Education Study Design*. For details of this change, please refer to the February 2007 VCAA Bulletin No. 45, page 10.

This liftout should replace the current pages in the respective VCE study designs.

- the notion of democracy and the extent to which each system upholds democratic values;
- the key challenges and pressures confronting each system, such as constitutional issues, civil and minority rights, immigration, the environment, education and health.

Key skills

These skills include the ability to

- define and use key concepts relating to government;
- describe and analyse the framework of political systems;
- evaluate the extent to which key political values are upheld;
- recognise and present valid comparisons and contrasts;
- access, interpret and draw conclusions from information (including contemporary sources) gathered from print and electronic sources.

AREA OF STUDY 2

Continuity and change

This area of study focuses on the strengths and weaknesses of the Australian political system. Students are encouraged to critically analyse Australian political institutions and consider the need for change. Consideration is given to the extent to which the Australian political system reflects democratic values and is relevant to contemporary Australia. Students consider forces promoting and resisting change, including social movements, interest groups, public opinion, lobbyists, the media, economic factors and international pressures.

Outcome 2

On completion of this unit the student should be able to critically analyse Australian political institutions, consider the need for and the merits of continuity and change, and identify forces that promote or resist change.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- the concept of democracy and democratic values;
- the extent to which Australia's political structures and institutions fulfil democratic values and reflect contemporary Australian society;
- the extent to which the Australian political system has undergone change, and forces which can effectively resist or promote change;
- areas of suggested change to the Constitution, the electoral system and the parliament.

Key skills

These skills include the ability to

- explain training principles and methods;
- perform, observe, analyse and report on laboratory exercises designed to explore the assessment of fitness and the relationship between at least two training methods and gains to fitness;
- create a training program that reflects appropriate application of training methods and principles to bring about chronic adaptation;
- evaluate a training program.

AREA OF STUDY 2

Strategies for enhancing sports performance

This area of study focuses on a range of factors and strategies that influence improvement and limit performance in physical activities. How each individual adapts both physically (training responses) and mentally (psychological aspects such as motivation, anxiety and confidence), to a training program will vary. It is vital that the training program is correctly implemented, including appropriate recovery regimes. Dietary procedures can also improve performance, and students identify a range of dietary strategies that combine with appropriate recovery and risk management systems to enhance performance and recovery. While the focus of improvement and performance enhancing practices will be on legal strategies, it is important to take into consideration the ethical considerations of both legal and illegal practices.

Outcome 2

On completion of this unit the student should be able to evaluate practices and/or strategies that are used in conjunction with each other to enhance sports performance.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- chronic adaptations of the cardiovascular, respiratory and muscular systems to training;
- managing a training load, including physiological factors affecting training, recovery and overtraining;
- psychological factors which impact on performance including motivation, arousal, anxiety, confidence, mental imagery and concentration in relation to training, recovery and competition;
- sports injury risk management systems;
- nutrition for improving performance, including dietary enhancement procedures;
- ethical considerations in the use of practices (both legal and illegal) employed to enhance performance and assist training and recovery.

Key skills

These skills include the ability to

- summarise accurately information in relation to chronic adaptations to training;
- identify and explain physiological factors affecting training, recovery and overtraining;

- identify and explain psychological factors which impact on performance in relation to training, recovery and competition;
- describe risk management systems appropriate to training and recovery;
- analyse and evaluate dietary procedures used to enhance training and performance;
- analyse ethical considerations relating to the use of performance enhancing practices.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

