

# EDU369 Teaching Senior Secondary Health and Physical Education

**School:** School of Education and Tertiary Access

2026 | Trimester 2

UniSC Sunshine Coast  
UniSC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to [unisc.edu.au](http://unisc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

In this course, you will develop specialised knowledge and skills for implementing the Queensland Senior Secondary Health and Physical Education related general and applied syllabi. You will learn how to design lesson plans and learning sequences that will engage diverse learners. You will explore and evaluate a range of pedagogy, assessment and reporting strategies that maximise learning outcomes for senior students, including supporting the development of 21st century skills within Health and Physical Education.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – You are required to engage and interact with asynchronous materials and activities accessed through Canvas modules, course readings and required texts.	2hrs	Week 1	9 times
<b>Tutorial/Workshop 1</b> – The workshop for this course is synchronous and involves on-campus engagement and application of learning materials. This course will also involve some participation in physical activities to explore the implementation of the Australian Curriculum for HPE.	2hrs	Week 1	10 times

### 1.3. Course Topics

- Learning and teaching and assessment in senior secondary Health and senior secondary Physical Education
- Principles of constructive alignment
- Knowledge of how students learn (memory, spacing, retrieval, cognitive overload)
- Strategies for establishing challenging and achievable learning goals with students
- Teaching strategies that support acquisition of new knowledge [explicit teaching, scaffolding, modelling, worked examples]
- Teaching strategies that support application and utilisation of knowledge [rich investigative tasks, inquiry learning, independent problem solving] and why independent problem-solving is effective once a student approaches proficiency and why independent problem-solving should not represent a large proportion of teaching and learning time.
- ongoing formative [to determine prior knowledge/misconceptions, evaluate progress and informed pedagogical planning] and summative assessment strategies, including moderation and reporting
- Embedding literacy, numeracy and ICT learning [including safe and ethical use of ICT] in HPE
- Research, theory and policy perspectives
- Safety management protocols and risk assessment in HPE
- Aboriginal and Torres Strait Islander perspectives in HPE and inclusion of diverse learners
- Why it is important to select appropriate teaching strategies for the students' familiarity with the knowledge of a subject.
- How to plan a sequence of lessons that incorporate spacing and retrieval practice, build upon each other, meet students where they are in their learning and help students retrieve past learning and consolidate it in long-term memory.

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Australian Institute for Teaching and School Leadership
1 Use the Queensland Senior secondary Health and Physical Education syllabus to inform the design of learning objectives, effective learning activities and assessment.	Knowledgeable Creative and critical thinker Empowered	1, 1.1, 1.2, 1.5, 2, 2.1, 2.2, 2.3, 2.5, 2.6, 3, 3.1, 3.2, 3.3, 3.4, 4, 5.1, 5.3
2 Design safe, inclusive and sequential learning experiences and assessments to that cater for diversity using curriculum models.	Knowledgeable Creative and critical thinker Ethical Engaged	1, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2, 2.1, 2.2, 2.4, 3, 3.1, 3.2, 3.3, 3.4, 3.6, 4, 4.1
3 Develop interpersonal skills to communicate knowledge and understanding of the Senior secondary Health and Physical Education syllabus and learning area	Knowledgeable Creative and critical thinker Empowered Engaged	2, 2.1, 2.3, 3.3, 3.5, 4, 4.1, 5.2, 5.3

\* Competencies by Professional Body

CODE	COMPETENCY
AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP	
1	PROFESSIONAL KNOWLEDGE: Know students and how they learn
1.1	Physical, social and intellectual development and characteristics of students: Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.

**CODE COMPETENCY**

- 1.2 Understand how students learn: Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds: Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students: Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities: Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
- 1.6 Strategies to support full participation of students with disability: Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.
- 2 PROFESSIONAL KNOWLEDGE: Know the content and how to teach it
- 2.1 Content and teaching strategies of the teaching area: Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area
- 2.2 Content selection and organisation: Organise content into an effective learning and teaching sequence.
- 2.3 Curriculum, assessment and reporting: Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians: Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- 2.5 Literacy and numeracy strategies: Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
- 2.6 Information and Communication Technology (ICT): Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
- 3 PROFESSIONAL PRACTICE: Plan for and implement effective teaching and learning
- 3.1 Establish challenging learning goals: Set learning goals that provide achievable challenges for students of varying abilities and characteristics.
- 3.2 Plan, structure and sequence learning programs: Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
- 3.3 Use teaching strategies: Include a range of teaching strategies.
- 3.4 Select and use resources: Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.
- 3.5 Use effective classroom communication: Demonstrate a range of verbal and non-verbal communication strategies to support student engagement
- 3.6 Evaluate and improve teaching programs: Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.
- 4 PROFESSIONAL PRACTICE: Create and maintain supportive and safe learning environments
- 4.1 Support student participation: Identify strategies to support inclusive student participation and engagement in classroom activities.
- 5.1 Assess student learning: Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.
- 5.2 Provide feedback to students on their learning: Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning

5.3 Make consistent and comparable judgements: Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

Enrolled in Program ED315

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

### 5.5. Microcredential Information

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

You will also receive formative feedback on task 1 in week 4.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Examination - not Centrally Scheduled	Individual	20%	Quiz (30 minutes)	Week 4	Online Test (Quiz)
All	2	Activity Participation	Group	40%	Max 4 pages excluding appendix and references. Max 1500 words	Week 6	Online Assignment Submission with plagiarism check
All	3	Creative Performance, and Written Piece	Individual	40%	Maximum 8-10 minutes and maximum of 10 PowerPoint slides	Week 10	Online Assignment Submission with plagiarism check

**All - Assessment Task 1:** Senior Secondary Health Quiz

<b>GOAL:</b>	To enhance your knowledge and understanding of the senior secondary Health syllabus							
<b>PRODUCT:</b>	Examination - not Centrally Scheduled							
<b>AUTHORSHIP STATEMENT:</b>								
<b>FORMAT:</b>	<p>You will participate in an Quiz in Week 4 to demonstrate your knowledge and understanding of the senior secondary Health curriculum. Questions will cover topics including:</p> <ul style="list-style-type: none"> <li>- Week 1-4 Canvas online module material</li> <li>- Week 1-4 Tutorial content</li> <li>- Content from required readings including the textbook (optional/recommended readings or additional resources will not be assessed)</li> <li>- Instructions and additional information on the quiz will be provided on Canvas.</li> </ul>							
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No.		Learning Outcome assessed						
1	Utilisation and application of knowledge and understanding of the senior secondary health syllabus	1						
<b>GENERIC SKILLS:</b>	Problem solving, Information literacy							

**All - Assessment Task 2:** Lesson Sequence and justification

<b>GOAL:</b>	To develop your ability to prepare a sequence of Health Education learning experiences (lessons) appropriate for the full range of student ability and justify the decisions made.													
<b>PRODUCT:</b>	Activity Participation													
<b>AUTHORSHIP STATEMENT:</b>														
<b>FORMAT:</b>	<p>This task involves you to work in groups to plan a sequence of three (3) 60 minute lessons for a Year 11 Health Education class. You are to select one (1) of the four units in the Senior Secondary Health Syllabus as the focus for your lesson sequence.</p> <p>Your lesson sequence should:</p> <ul style="list-style-type: none"> <li>• Identify relevant parts of the QCAA senior syllabus links and learning objectives/goals</li> <li>• Describe purpose of the learning sequence and inquiry questions</li> <li>• Describe safe and inclusive learning activities aligned to syllabus and relevant conceptual framework for the unit</li> <li>• A range of pedagogical approaches.</li> <li>• Include formative assessment strategies and a description of how formative assessment tools are used to assess achievement of learning objectives/goals</li> <li>• The first lesson must include how you will identify where a student is in their learning through assessing what they know, or think they know. Planning and sequencing content and tasks are to become increasingly challenging. The lesson sequence must indicate how you plan to include opportunities to practise.</li> <li>• Justify your sequence of learning explaining why specific teaching strategies were selected, considering the students' familiarity with the content, your choice of curriculum content, assessment, and resources. Use course reading material, curriculum documents and Australian educational policy to support your justification.</li> </ul>													
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<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies													

### All - Assessment Task 3: Snapshot video presentation

<b>GOAL:</b>	To develop your interpersonal skills so that you can communicate your knowledge and understanding of the Senior Physical Education subject.									
<b>PRODUCT:</b>	Creative Performance, and Written Piece									
<b>AUTHORSHIP STATEMENT:</b>										
<b>FORMAT:</b>	<p>You have been selected by the Head of Department develop a video presentation “snapshot” for Year 10 parents attending an information evening at your secondary school. The video presentation “snapshot” is to highlight to parents and students what they can expect from the Senior Physical Education (PE) subject (in year 11 and 12). In the video presentation “snapshot”, you will demonstrate your understanding of the content, underpinning philosophies/conceptual frameworks and recommended pedagogies</p> <p>In your video presentation you should:</p> <ul style="list-style-type: none"><li>- Articulate your knowledge and understanding of the PE senior syllabus and subject</li><li>- Explain the structure and content of the senior subject and progression of learning</li><li>- Identify and answer any questions that you would expect parents to ask.</li><li>- Describe the relationship between teaching, learning and assessment in the senior years.</li><li>- Describe strategies for diverse learners.</li></ul> <p>Your submission should also include your PowerPoint presentation slides as an attachment.</p>									
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<b>GENERIC SKILLS:</b>	Communication, Organisation, Applying technologies, Information literacy									

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### **Eligibility for Supplementary Assessment**

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

Eligibility for Supplementary Assessment Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

- Less than 15 minutes: No penalty
- From 15 minutes to 30 minutes: 20% penalty
- More than 30 minutes: 100% penalty

### 10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)