A work program is the school’s plan of how the course will be delivered and assessed, based on the school’s interpretation of the syllabus. It allows for special characteristics of the individual school and its students.

The school’s work program must meet syllabus requirements and indicate that there will be sufficient scope and depth of student learning to reflect the general objectives and meet the exit criteria and standards. Work program requirements are outlined below.

Components of the work program

| Course organisation | This should provide a clear statement of the structure of the school’s proposed course and the way in which it is organised and sequenced. It should indicate:
|---------------------|----------------------------------------------------------|
|                     | • an overview of the two-year course, showing a sequence of units of work, which include the focus areas, core subject matter, extension subject matter where relevant and physical activity categories to be studied
|                     | • four units of work included in each year of study
|                     | • the proposed time allocation for each unit, ensuring the minimum requirement of 55 hours per semester is met and equal time and emphasis is given to each unit of work
|                     | • units of work based on physical activity/ies from a physical activity category
|                     | • at least one unit of work in Year 12 focused on team activities and at least one focused on an individual activity
|                     | • at least three of the physical activity categories represented across the four semester course of study
|                     | • at least three physical activity categories represented in Year 12
|                     | • physical activities from the same category studied in a unit of work
|                     | • evidence of the organising principles 3.2.1 and 3.2.2 of the syllabus
|                     | • all core subject matter is covered by verification.

| Outline of intended student learning | In order to demonstrate that the scope and depth of student learning meets syllabus requirements, the school’s proposed course should include:
|--------------------------------------|----------------------------------------------------------|
|                                      | • a unit of work showing learning experiences derived from the focus areas and integrated with selected physical activity/ies that link to the general objectives
|                                      | • evidence of the organising principle 3.2.1 of the syllabus.

| Assessment plan | The assessment plan provides an indication of the range and balance of assessment instruments and procedures used to gather information about student achievement for the two-year course of study. It should ensure verification folio requirements about student achievements are met, as outlined in Section 5.6 of the syllabus.
|-----------------|----------------------------------------------------------|
|                 | The assessment plan must indicate:
|                 | • the assessment technique category (as outlined in syllabus Section 5.5), and whether formative or summative
|                 | • the conditions of implementation of assessment (e.g. time, word length, supervised/unsupervised, seen/unseen, number of drafts/teacher input)
|                 | • a range of assessment techniques used under a range of conditions
|                 | • each dimension being assessed in each task
|                 | • evidence of the organising principles 3.2.1 and 3.2.2 of the syllabus
|                 | • a student profile which corresponds to the assessment plan.