



the
Canberra College
caring for your future

LEARNER GUIDE

*Physical
Education*

This is an initiative of the Canberra College Literacy Plan

This booklet is designed to give you information that will help you in your studies. It contains a number of different types of information including contact details, bibliography writing, glossary of terms, marking rubrics and schemes, information about producing different types of assessment items, samples of excellent work, resources you can use, academic requirements.

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BSSS POLICIES REGARDING ASSESSMENT

The following is edited from the Board of Senior Secondary Studies Policy and Procedures Manual:

4.3.8 ATTENDANCE/PARTICIPATION

It is expected that students will attend and participate in all scheduled classes/contact time/structured learning activities for the units in which they are enrolled, unless there is due cause and adequate documentary evidence is provided. Any student whose attendance falls below 90% of the scheduled classes/contact time or 90% participation in structured learning activities in a unit, without having due cause with adequate documentary evidence will be deemed to have voided the unit.

4.3.9 COMPLETION OF ASSESSMENT ITEMS

Students are required to substantially complete and submit all assessment items that contribute to the assessment for a unit unless due cause and adequate documentary evidence is provided.

Exemption from an item and/or alternative assessment without penalty is available to students providing adequate documentary evidence.

Unless prior approval is granted, any student who fails to submit assessment tasks worth in total 70% or more of the assessment for the unit will be deemed to have voided the unit.

4.3.10 LATE SUBMISSION OF ASSESSMENT

The following policy is to ensure equity for all students:

- All assessment tasks are expected to be submitted by the specified due date.
- Where marks are awarded for assessment tasks, a late penalty will apply unless an extension is granted. The penalty for late submission is 5% of possible marks per calendar day late, including weekends and public holidays, until a notional zero is reached. If an item is more than 7 days late, it receives the notional zero.
- Unless there are exceptional circumstances, students must apply for an extension to the specified due date in advance, providing due cause and adequate documentary evidence for late submission.

4.3.11 NOTIONAL ZEROS

Calculation of a notional zero is based on items submitted on time or with an approved extension. Where students fail to hand in assessment items for which marks are awarded, they will be awarded a notional zero for that assessment item. The notional zero will be a score, which lies between 0.1 of a standard deviation below the lowest genuine score for that item and zero.

4.3.12 PLAGIARISM AND DISHONESTY

The Board views seriously any breach of the rules or instructions governing assessment.

Any cheating, plagiarism, dishonesty, alteration of results or improper practice in relation to any school-based assessment in any subject accredited or registered by the Board shall constitute a breach of discipline. This includes any tampering with the assessment data on computer files by a student.

4.3.12.1 PLAGIARISM

Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as a student's own work.

Examples of plagiarism could include, but are not limited to:

- submitting all or part of another person's work with/without that person's knowledge
- submitting all or part of a paper from a source text without proper acknowledgement
- copying part of another person's work from a source text, supplying proper documentation, but leaving out quotation marks
- submitting materials which paraphrase or summarise another person's work or ideas without appropriate documentation
- submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement of the source.

Preparing for an In Class Essay

ESSAY WRITING

The essay writing process:

First, think deeply about the question. What do the key words mean? What content is required?

Next, plan your response. Jot down ideas and key points in logical order. These points will become the skeleton of the finished essay.

Now, think about evidence for each point. Can you support the points with examples?

Jot down some additional details.

At this point it is a good idea to draw a mind map or a plan.

Then, write your introduction as a separate paragraph. Remember this should introduce and overview the question. Its style is important as it sets the tone for the rest of the essay.

Next, build each planned point into a paragraph. Add details, evidence, examples and comparisons to the skeleton. Remember to be grammatical, aware of format, "un-waffly" and concise. Think carefully about literary style.

Finally, having presented your key points, return to the question and sum up your argument in a concluding paragraph.

What was the most important point? What do you think about the question?

Final check list when writing assignments

Polish and refine your first and last paragraphs.

Type your essay using an easy to read font such as Times New Roman 12 point.

Make back-up copies in print and electronically.

Give your assignment a separate title page, clearly stating the title (question) of your assignment, your name, your teacher's name, the unit title, class and due date. This should be in addition to a 'declaration of original work' page.

Write your bibliography alphabetically. Consult **How to write a bibliography**.

Important:

A good essay must be clearly focused on the topic. It must show evidence of wide and critical reading. It must present a logically arranged, well-reasoned argument. A 'formal' literary essay is written in the third person, for instance, "The human body is capable of performing well in high altitude conditions".

Do not write "I think..." or "I feel..." or "I'm writing this essay..."

Do not use contractions, for instance "don't".

Write in the present tense, for instance "There are many issues in society which have a direct impact on sports performance and participation".

Use quotations to back up your points. Consult **How to Cite References in Your Essay**.

RESEARCH

You can access free online information by using the University of Canberra library, the ACT Public Library system, The National Library, subject gateways and portals and various search engines. Ask the library staff to help you do this.

If you have applied for a UC student card you can also access the online databases subscribed to by the university. You will need a user name and password for this.

SOME HINTS FOR ONLINE DATABASE RESEARCH

- You need to belong to the ACT Public Library to access their databases. You can join online and then apply for a password and pin number to access the databases.
- Join the National Library of Australia – you will be able to use many of their databases soon. You need to visit the Reading Room with photo ID.
- Join the UC library by completing an application for a UC student ID card

- Use keywords in your searches or Library of Congress subject headings if you are familiar with them.
- Explore all of the Google features – Google Scholar is excellent but you have to pay for many of the articles. Advanced Search uses Boolean operators to refine your search.
- Include American spelling in searches in order to get as many hits as possible e.g. aging, enrol.
- Use Google or other search engines and type in your topic and then portal, or gateway. or information gateway. e.g. Middle Ages history portal, or ecology gateway. This gives you access to academic sites that have been pre-sorted for you.
- Use quality resources in your bibliographies, not just Wikipedia, and preferably include a journal article. Wikipedia articles will often include links to original sources including journal articles.

THE NATIONAL LIBRARY OF AUSTRALIA

www.nla.gov.au links to:

Libraries Australia - Combined catalogues of Australian Libraries

Ask Now - Virtual Reference Centre - ask a question and have it answered by a librarian

Picture Australia - Images of Australia (includes Picture trail such as War and Sport)

Music Australia - Australian music

Australian Dancing - Australian Dancing Directory

E - Resources – it helps to find websites, indexes, full text e-journals and subject guides (must click View Info or Go to Site). Subject-based. Look for access to databases in the future.

HOW TO WRITE A BIBLIOGRAPHY

Why do I need a Bibliography?

You need to write a Bibliography:

- To acknowledge your sources
- To give your reader information to identify and consult your source
- To demonstrate that your information is correct

The college uses the Harvard system in most areas. Other referencing systems include APA (American Psychological Association).

A more detailed guide is on the University of Canberra Library page at:

http://www.canberra.edu.au/library/research-gateway/research_help/referencing-guides

A bibliography is placed at the end of your essay or assignment and is arranged in alphabetical order according to the author's surname (or title when there is no author). The usual form for each entry is author (surname first, then give names or initials), date, title, (underlined or in italics), place of publication, publisher. Follow the punctuation given in the examples.

Book with one author. Capitalise only the first letter of the title and proper nouns.

Palmer, Bruce. (1995). *Better Basketball*. Scoresby, Victoria: Magenta.

Two authors.

Smith, S. & Webster, M. (1997). *Library skills*. Sydney: Allen & Unwin.

More than two authors. As above except in the author section you would write: Smith, S. and others.

Books with editor/compiler.

Hergenham, L. (Ed). (1994). *The Australian short story*. Brisbane: UQP.

Encyclopaedia.

World Book Encyclopaedia. (1992). Chicago: World Book Inc., 17:283-285.

Newspaper article.

Abjorensen, Norman. (1996). 'The bloke next door'. In *The Canberra Times*, Feb 24: 1996.

Magazine article.

Williams, John. (1993). How to study at school. in *Time*,(4), Mar 3: 1994.

CD-ROM, Video, Computers. Treat as for book format but include the format in square brackets after the title. e.g. *Encarta '95*. [CD-ROM]. (1995).USA: Microsoft.

INTERNET. You must give enough information to retrieve the item.

- Author's name (some sites may not give the author's name)
- Title of the document
- Note that it is an online source
- Complete URL (Universal Resource Locator, http location)
- Date you visited or downloaded the information

Nicolls, Neville. *El Nino: of drought and flooding rains*. [Online]

http://www.abc.net.au/science/slab/el_nino/story.htm Accessed 3 March 1999. Academic Skills Handbook
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Email

- Author's name
- Subject line of the message
- Online source
- Person sending the email
- Address
- Date of the document or download

Hood, J. The importance of the saddle in medieval times. [Online] Available email: teacher@ucan.edu.au
March 10 1999.

DIRECT CONTACT

In subjects such as Outdoor Education which value direct contact with knowledgeable people you need to reference:

- Name of contact
- Date contacted
- Method of contact – telephone, interview, email etc
- Role or position of contact

Notes of the interaction should be included in your appendix.

THINGS TO REMEMBER

1. Get into the habit of writing down the details of each resource as it is used.
2. Remember, for the date of publication, it is the dd/mm/yyyy
3. Punctuation is set out in the examples.
4. If you need any further information, check with the library staff.
5. Your bibliography is arranged in alphabetical order, by author's family-name or title (for

STRUCTURE FOR PRACTICAL REPORTS - Exercise Science and Sports Studies

In some cases you will be given a sheet which already has the Introduction and aims of the experiment, the materials and method. You should submit this sheet and make any changes to the information supplied if you don't follow it exactly in your investigation.

It is important that you present your report in the correct order as indicated below either using the sheet provided or your own words.

Introduction - *Why you did it.*

- This is usually a short section of about a page.
 - In your introduction you include: a. Background information from texts and articles you have read;
 - b. State the aims (or purpose) of the investigation;
 - c. State any hypothesis being tested.
- The rest of the report must relate to the aims.

Methods and Materials - *What you did.*

- This is a detailed section which would allow others to duplicate your research.
 - You will need to describe: a. The materials used;
 - b. The equipment used, specify types and number or special requirements;
 - c. Your method/s;
- Diagrams are essential in this section.
- This section must be written in your own words to demonstrate your understanding of what you have done.

Results - *What you found.*

- This section describes what you found out in your investigation.
 - You need to provide: a. A summary of your results;
 - b. Supporting tables, graphs and charts of your results, as appropriate;
 - c. Additional drawings (if relevant).
- Graphs and diagrams etc. must be relevant, well presented and provided with appropriate labels.
- Your information must be easily understood by those reading it.
- If you collect large amounts of data, present this in an appendix. Summaries of your results should be presented in an appropriate manner in the results section.

Discussion - *What did your results mean?*

- In this section interpret the results and explain their significance in relation to the stated aims in the introduction.
- You need to: a. Point out trends;
- b. Provide evidence for your interpretation;
- c. Declare any weaknesses in your investigation;
- d. Make suggestions for improvement.
- e. Provide answers to any questions on the task sheet

Conclusion - *So what?*

- This is a short paragraph which summarizes your results in relation to your stated aim and hypothesis.

Acknowledgements - *Who helped you.*

- Here you should recognise those who have given you assistance and advice.

References - *What sources of information helped you.*

- In this section you need to list all sources of information that were useful in your investigation.
- Where appropriate, textual referencing is to be done.
- All references should be recorded in the format specified in **How to Write a Bibliography**

PREPARING FOR ORAL PRESENTATIONS

You should carefully check the assessment criteria and allocation of marks. The majority of marks will generally be applied to the quality of information that you present based on in depth research and analysis rather than on your presentation skills.

The following information will help you as you prepare for giving an oral presentation.

1. You should be able to demonstrate a *complete and clear understanding of your subject matter*:
 - a. Research and plan your presentation
 - b. Support your speech with visuals, clips, models, etc.
2. *Keeping your audience interested*:
 - a. Speak clearly and loudly enough for the audience to hear you
 - b. Make reference to your palm cards, but do not read from them
 - c. Make eye contact with your audience
 - d. Vary your language so that you do not overuse the same word

A successful oral presentation will depend on:

- Preparation
- Practice of the presentation
- A steady, flowing delivery
- Have a clear introduction, body of information and conclusion

Some typical assessment criteria

- Understanding of the meaning, purpose and context of the topic
- Ability to respond critically and analytically to the topic
- Imagination and originality
- A distinctive and confident style
- Ability to select material appropriate to the audience
- Effective and accurate use of spoken language for the set purpose and audience
- Effective use of research skills
- Ability to synthesise material from various sources

A Checklist for Oral Presentations Delivery

Can I be heard?

Is my pace suitable?

Do I vary pace to suit situation?

Am I fluent (no unnecessary pauses)?

Do I pause where necessary?
Do I use emphasis appropriately?

Presentation

Do I make eye contact with the audience?
Is my use of notes subtle?
Do I move around (not static)?
Do I start and finish with a smile?
Am I dressed appropriately?

Approach

Do I use visual or audio aids?
Are these organised appropriately?
Is slide or handout clear?
Do I gain and maintain audience interest?

Subject Matter

Do I have a clear and interesting introduction?
Do I have a clear and strong conclusion?
Do I show a thorough knowledge of my subject?
Have I analysed the material?
Have I interpreted material?
Have I presented a point of view?
Have I introduced and analysed examples?
Have I based it on literature/language?
Is it interesting?
Is my language/vocabulary suitable?

Is my voice interesting and varied?
Do I open my mouth?

Do I handle materials competently?
Do I stand confidently and naturally?
Do I avoid distracting mannerisms?
Do I use natural gestures for emphasis?

Have I involved the class?
Is the timing right?
Have I used imagination and originality?
Am I well prepared?

Is my information logically organised?
Do I show evidence of research?
Have I evaluated material?

Have I followed instructions?
Have I used examples?
Have I avoided unnecessary factual material?
Have I related it to the unit/genre?
Is it informative?
Have I avoided slang?
Am I prepared to answer questions?

TIPS FOR SPEAKING

1. Look at your listeners. Look your audience "in the eye" whether you are talking to one person or to an audience. This is called "eye contact". It shows your listeners you are talking to "THEM" and that you are sincere. Even if you are reading a report, be sure to look up often.

2. Speak clearly. Pronounce your words clearly. Slurred or mumbled speech sounds careless and may lead to misunderstanding. Research and learn how to pronounce difficult words. Before giving a talk, yawn to relax your jaw and throat. As you speak, OPEN your mouth and use your tongue and lips to shape words clearly.

3. Do not fidget. Control your movements. Unless you are gesturing, keep your hands still. Twisting your hair or playing with a ring or pen will distract your audience from what you are saying. Do not talk with your eyes closed or sway from side to side. You may make your listeners drowsy or seasick.

4. Vary your delivery. Keep your voice lively by varying its pitch and expression. Monotones are deadly to listen to. Do not raise your voice in a question at the end of every sentence. Do not drop your voice too much either, or you may swallow the last words of each line.

5. Still nervous? "Stage Fright" tension is natural. It means that your body is ready to give you an extra boost of adrenalin. Performers and athletes know this. Tension before a performance helps them to do their best. Think of your listeners as equals, not judges. Most of them would feel nervous in your place too.

6. Think before you speak. Understand your topic and know how you feel about it. Choose a specific theme, then support with reasons and details. Order your thoughts logically. Be sure you are not contradicting yourself. Omit anything that is even slightly off the topic.

7. Know your material. DO NOT MEMORISE A SPEECH WORD FOR WORD. This can lead to a speaker's nightmare - blanking out - forgetting everything. Instead, become thoroughly familiar with your material. KNOW what you are talking about. Jot down a few key reminders on note cards. Even if you leave out some expressions you will always be able to present a complete logical talk.

8. Using notes. Use index cards for notes. They are easy to hold and do not rustle. Write one cue or reminder on each card and number the cards in order. As you speak, glance occasionally at the cards to keep on track, but do not read from them. Speak directly to your audience.

9. Resist fill-in phrases. Avoid repeating "You know", "See", "Like", "I mean" or other time filling phrases. You will annoy and distract your listeners. Instead of hearing what you are saying, they will be counting how many times you use your pet phrase. Ask your friends for your pet time filling phrase – they will be more aware of it than you are.

HOW TO STUDY FOR EXAMS

Exercise science and Sports Studies units generally contain a lot of information that is delivered over the semester. Exams occur either at the end of a term or semester. Students are strongly advised to review their notes on a weekly basis rather than trying to revise a whole term or semester's notes right before the exam.

STEPS

1. Start the steps below at least 7 days before the exam!
2. Check to make sure you have all the notes, worksheets given to you over the semester or term.
3. Summarise all your notes by writing down the key points in dot points. As a guide try to fit it all on 4- 6 A4 size pieces of paper.
4. Once you have your notes in this format you can spend several hours reading over them repeatedly to ensure you understand and will remember everything.
5. Test yourself- practice writing a response, or describing a concept in your own words without looking at your notes, then go back and see what you remembered. If you couldn't think of anything to write you know you need to spend more time reading over that concept. Practice the same response again and this time, try to include more detail. Remember questions in the exam that are worth more points (2-10) require detailed answers not just one sentence.
6. On the night before the exam you should be at the stage of just reviewing your summarised pages , you should have completed the steps above in the days before the exam.

TIPS

1. **WHERE?** In a quiet place, with light shining over your left shoulder if possible.
2. **WHEN?** Stick to a timetable. Be strict about it or it will not happen.
3. **HOW SOON?** NOW! Do not leave it until the end, or you will find there is too much to do in a short time.
4. **EXHAUSTED ALREADY?** Rest is important. Try working for forty minutes and resting for ten.
5. **MOTIVATION!** Be determined. Teach yourself to concentrate on something you know and understand. Concentration comes from practice and it means you have to make an *effort*.
6. **ACTION!** Drawing maps is better than looking at them. Teaching someone is better than having them teach you. Writing a practice answer is better than reading one. Closing the book and trying to remember is better than just reading it over.
7. **THE FIVE SENSES!** Use them. You can read aloud. You can listen. You can discuss things with your friends. You can draw, write and make diagrams. Be creative!
8. **VARIETY IS THE SPICE OF LIFE!** When you think you are becoming jaded in one topic, *CHANGE!*
9. **ROYGBIV.** The first letters of the colours of the spectrum make a little formula which helps us to remember things. So does "*Every Good Boy Deserves Fruit*". There are plenty of them. Find out about the ones you need.
10. **ONE MORE TIME!** Revision starts *now*, not before the next test. If you read over your day's work each night, you will find it easier to recall when you go over it later.