# Teaching adviceHealth and Movement Science Year 11–12

## Depth studies

In Health and Movement Science 11–12, students are required to engage in depth studies as per the course requirements. Depth studies provide students with opportunities to develop, consolidate, or apply a depth of understanding of health and movement concepts. A depth study is any type of investigation/activity that a student completes individually or collaboratively and that allows the further development of one or more concepts found within the syllabus. It may be one investigation/activity or a series of investigations/activities.

A depth study may involve, but is not limited to:

* engaging in extended independent or groups tasks that allow for consolidation of knowledge
* applying knowledge through practical application of concepts, eg applying health concepts to real world contexts or practically applying movement concepts
* developing depth of knowledge, including connecting concepts, and developing skills to become flexible, critical thinkers, problem-solvers and decision-makers.

Some students with disability may require [adjustments](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Diversity-in-learning/stage-6-special-education/adjustments) to engage with the depth study.

### Requirements

The length of time and pedagogies employed are not prescribed for depth studies. The time for the depth studies may be allocated to one core or embedded across both cores.

The requirements for the depth studies are:

**Year 11**

* A total of 20 hours of in-class time allocated in Health for Individuals and Communities and/or The Body and Mind in Motion focus areas
* A minimum of 2 depth studies
* Knowledge and Understanding outcomes and Skills outcomes, to be addressed in each depth study.

**Year 12**

* A total of 30 hours of in-class time allocated in Health in an Australian and Global Context and/or Training for Improved Performance focus areas
* A minimum of 2 depth studies
* Knowledge and Understanding outcomes and Skills outcomes, to be addressed in each depth study
* One depth study must be formally assessed as a school-based assessment task

### Ideas for depth studies

Depth studies may be undertaken in a variety of ways, but a more structured approach is advised.

Methods could include:

* Case studies: a large case study being broken down into parts and students guided through each part
* The profile of an athlete/sport: applying knowledge, understanding and skills of key syllabus points to a specific athlete and/or sport
* Practical investigations: designing and conducting experiments to test a claim
* Secondary-sourced investigations: analysis of literature/evidence/data related to a specific focus area and development of a final product to summarise the investigation
* Role-play: addressing a problem/developing a solution from a specific perspective
* Open-ended problem: working through an open-ended problem to develop a deeper understanding of the chosen content

**Assessing a depth study**

In Year 12 one depth study or aspect of a depth study must be formally assessed. The design of the assessment task must provide opportunities for all students to demonstrate their knowledge, understanding and skills. Common marking criteria and marking guidelines are to be used regardless of their area of investigation.

A range of task types may be used when assessing a depth study or an aspect of a depth study. Task types could include:

* portfolio of evidence
* essay
* viva voce
* multimodal presentation or video
* journal article
* unseen timed response