



A guide to the *PDHPE Stage 6 Syllabus* amendments

The amended *Personal Development, Health and Physical Education (PDHPE) Stage 6 Syllabus* will replace the current (1999) syllabus and be implemented in 2010 with both Year 11 and Year 12. The first HSC examination based on the amended HSC course will be in 2010.

The syllabus content has been reduced and updated in response to teacher feedback gathered through the ongoing Board of Studies syllabus evaluation process. The amended syllabus builds on the current syllabus in directions identified through research and consultation with teachers, education sectors, and teacher professional associations.

PDHPE Stage 6 is a popular and relevant course of study for students. The intentions of the syllabus as made explicit through the rationale, aim and objectives remain unchanged.

What is different?

Course Structure

The Preliminary course structure has been amended to correspond to the HSC course structure. That is, there are two core areas of study occupying 30% of the course time each; and each option occupies 20% of the course time.

Feedback from teachers, education sectors, and teacher professional associations indicated that as a result of the implementation of the *PDHPE Years 7–10 Syllabus*, the Preliminary Core 1, *Meanings of Health and Physical Activity* (10% of course time) was no longer necessary.

The HSC course structure remains unchanged.

Preliminary Course	HSC Course
<p>Core Strands (60% total)</p> <ul style="list-style-type: none"> • Better Health for Individuals (30%) • The Body in Motion (30%) 	<p>Core Strands (60% total)</p> <ul style="list-style-type: none"> • Health Priorities in Australia (30%) • Factors Affecting Performance (30%)
<p>Options (40% total)</p> <p>Select two of the following options:</p> <ul style="list-style-type: none"> • First Aid (20%) • Composition and Performance (20%) • Fitness Choices (20%) • Outdoor Recreation (20%) 	<p>Options (40% total)</p> <p>Select two of the following options:</p> <ul style="list-style-type: none"> • The Health of Young People (20%) • Sport and Physical Activity in Australian Society (20%) • Sports Medicine (20%) • Improving Performance (20%) • Equity and Health (20%)

Objectives and Outcomes

There have been no amendments to the syllabus objectives. Some minor amendments have been made to the syllabus outcomes to more accurately reflect the amended content.

Objectives	Amended Preliminary Course Outcomes	Previous Preliminary Course Outcomes
A student develops: <ul style="list-style-type: none"> knowledge and understanding of the factors that affect health 	A student: <ul style="list-style-type: none"> P1 identifies and examines why individuals give different meanings to health P2 explains how a range of health behaviours affect individual health P3 describes how an individual's health is determined by a range of factors 	A student: <ul style="list-style-type: none"> P1 identifies and examines why individuals give different meanings to health and to physical activity P2 explains how nutrition, physical activity, drug use and relationships affect personal health P3 recognises that health is determined by sociocultural, economic and environmental factors
<ul style="list-style-type: none"> a capacity to exercise influence over personal and community health outcomes 	<ul style="list-style-type: none"> P4 evaluates aspects of health over which individuals can exert some control P5 describes factors that contribute to effective health promotion P6 proposes actions that can improve and maintain individual health 	<ul style="list-style-type: none"> P4 identifies aspects of health over which individuals can exert some control H5 plans for and can implement actions that can support the health of others P6 proposes actions that can improve and maintain personal health
<ul style="list-style-type: none"> knowledge and understanding about the way the body moves 	<ul style="list-style-type: none"> P7 explains how body systems influence the way the body moves 	<ul style="list-style-type: none"> P7 explains how body structures influence the way the body moves
Objectives	Amended HSC Course Outcomes	Previous HSC Course Outcomes
<ul style="list-style-type: none"> a capacity to exercise influence over personal and community health outcomes 	<ul style="list-style-type: none"> H4 argues the case for health promotion based on the Ottawa Charter 	<ul style="list-style-type: none"> H4 argues the case for the new public health approach to health promotion

Preliminary Course

• Core 1: Better Health for Individuals

The amendments reduce the content and they also reduce the duplication of the *PDHPE Years 7–10 Syllabus*. The content has been organised under three revised focus questions, so that it maintains a strong contribution to the achievement of the objectives and outcomes while avoiding presenting health issues in isolation. In this core strand, students revise the notion of health and examine how perceptions of health are formed and can impact on wellbeing. The content emphasises the positive nature of the health of young people, and opportunity is provided for students to critically analyse messages that are counter to this. Students investigate the determinants of health in greater depth and develop a more thorough understanding of the reasons why individuals have varying degrees of control over their health. Following this, students explore the concept of health promotion and health promotion strategies. The content aims to build from individual health promotion actions through to public health approaches based on the principles of the Ottawa Charter.

- **Core 2: The Body in Motion**

An additional 5% of course time has been allocated to the study of this core strand. The first two focus questions on the body systems have been combined, with minimal change to the content. The list of bones and muscles has been removed in order to strengthen the emphasis on the study of these body systems in relation to movement.

The examples of measurement techniques have been removed from the health and skill related components of fitness. Content addressing the types of training, which includes aerobic and anaerobic, and the immediate physiological responses to training have been transferred from HSC Core 2, Factors Affecting Performance. Fluid mechanics has been included in addition to some minor amendments aimed at strengthening the practical application of the biomechanical principles.

- **Preliminary Course Options**

Options have been allocated 5% additional course time. The amount and nature of content in these options was considered appropriate and only a small number of minor content amendments have been made. In some areas the identified examples have been amended to reflect current knowledge and practices.

HSC Course

- **Core 1: Health Priorities in Australia**

The content in this core has been reduced by deleting duplicated content, clearer indications of the depth of study required, and reductions in the multiple applications of investigative frameworks, including the Ottawa Charter. There have also been content amendments made necessary by the change in status of the Commonwealth Government's National Health Priority Areas.

Health priorities are now presented from a broader and more contemporary perspective. In addition to preventative chronic diseases, injury and mental health problems and illnesses, there is an emphasis on the current and emerging issues of health inequities, and a growing and ageing population. Only minor amendments have been made to the health care facilities and services content.

The focus question '*What role does health promotion play in achieving better health for all Australians*' and its related content have been removed from the syllabus. The Ottawa Charter for Health Promotion retains its prominence in the course as it contains the primary principles on which effective health promotion is based. Study of the Jakarta Declaration is no longer required. The amended syllabus also reduces references to the new public health approach as this approach is best defined through the action areas of the Ottawa Charter. The application of the Ottawa Charter has been reduced from four National Health Priority Areas to two health promotion initiatives.

- **Core 2: Factors Affecting Performance**

The content in this core has been reduced and focus questions combined. In the first focus question pre-screening has been deleted and immediate physiological responses transferred to the Preliminary course. The physiological adaptations in response to training have been expanded to include anaerobic adaptations.

The role of 'recovery considerations' in optimising physical performance is a more recent concept that has increased in importance and has been included in this core. Hydration and fluid replacement has been removed and study of this content is in the Sports Medicine option.

In relation to the acquisition of skill, the learning process and rates of skill acquisition, including learning curves, have been deleted. Newly included is the notion of establishing a skill acquisition environment, corresponding to the performance environment, for the development of decision-making skills and tactics.

- **Option 1: The Health of Young People**

Structural refinements to improve content sequence and organisation, simplified study requirements and amendments to reduce and update content have been made to this option. The major health issues that impact on young people have been revised to a more contemporary and relevant list and the requirement to study two in detail has been replaced by a common investigative framework. The skills and actions needed to attain better health have been refined and are now more concise and manageable.

- **Option 2: Sport and Physical Activity in Australian Society**

Content reductions have been made across the option and some new examples introduced to reflect current society. The focus question on the meaning of sport and physical activity for different cultural groups has been integrated with the focus question on national identity. 'Sexuality' has been deleted from the last focus question. The earlier focus questions have been reordered.

- **Option 3: Sports Medicine**

Minor content amendments been made to the first three focus questions in this option. The last focus question, '*What ethical questions are raised by the increased use of sports medicine?*' has been deleted. The study of 'playing with injury' and its related ethical perspective has been incorporated in 'return to play' in the previous focus question. The 'use of drugs' content has been transferred to the Improving Performance option.

- **Option 4: Improving Performance**

The content in this option has been structured under three focus questions. The focus question, '*How does competition affect performance?*' which included study of dietary considerations, environmental considerations and psychological preparation has been deleted to remove duplication with HSC Core 2. The first focus question provides opportunity to develop a thorough understanding of a minimum of two training types through the application of an investigative framework. Students then consider planning to improve performance from a macro level through to a micro level, eg from planning a training year down to planning a training session. The study from an ethical perspective of the use of drugs and technology to improve performance has been included.

- **Option 5: Equity and Health**

This option has had some restructuring and content amendments have been made to reduce the extensive lists for study. The list of population groups experiencing health inequities has been expanded but the study requirement is still two groups to be selected from this list.

Government reports and publications that have informed the amendments include:

- *A New Direction for NSW: State Health Plan 2010* (2007), NSW Department of Health.
- *Future Directions for Health in NSW – Towards 2025* (2007), NSW Department of Health.
- *Healthy People NSW* (2007), NSW Department of Health.
- *Fit for the Future* (2006), NSW Department of Health.
- *National Chronic Disease Strategy* (2005,) Australian Government Department of Health and Ageing.
- *Australia's Health 2008*, Australian Institute of Health and Welfare.
- *National Health Performance Framework* (2003) Australian Institute of Health and Welfare.
- *Young Australians: Their Health and Wellbeing 2007*, Australian Institute of Health and Welfare.