



An Introduction to Personal Development, Health and Physical Education Stage 6 in the New HSC

The new *Personal Development, Health and Physical Education Stage 6 Syllabus* replaces the current syllabus in Personal Development, Health and Physical Education (PDHPE) (1994). The new syllabus is for implementation with Year 11 in 2000 and will be first examined in 2001.

The syllabus provides information that was formerly available in the KLA handbook. This includes descriptions of course requirements, assessment weightings for internal and external examination and examination specifications.

What is similar?

The scope of PDHPE Stage 6 is fundamentally unchanged. Much of the course will be familiar to teachers. All students will undertake core studies related to:

- personal health
- community health
- the moving body
- the factors that affect performance.

A number of optional areas such as First Aid, Outdoor Recreation, Sociology of Sport and Physical Activity have been retained as discrete modules. Other popular areas, such as coaching and the study of drug-related issues, have been integrated into other elements of the course. Further, a number of new options have been developed in response to identified student needs and interests.

What are the overall improvements?

A number of changes have been made in order to build upon the success of the current syllabus. These enhancements have resulted in a syllabus that:

- encourages students to be active and critical learners
- allows students to specialise in areas of interest
- presents areas of study of particular relevance to young people
- is explicit in terms of what is to be taught.

The following changes have been made to particular sections of the syllabus

Rationale, Aim and Objectives (pp 6–9)

The syllabus aims and objectives place an increased emphasis on critical thinking and taking action to enhance lifestyle and wellbeing. The syllabus reflects current thinking in the areas of health and physical activity. The rationale of the course reflects the explicit inclusion of a social view of health and physical activity to complement scientific and biological dimensions.

The rationale also acknowledges the dynamic nature of the learning area, emphasising the importance of research and critical inquiry in the learning process. Further advice on how teachers might incorporate these processes into the teaching methodology is provided on pages 12–13.

Course Structure (p 10)

The syllabus includes a new structure that will allow students greater opportunity to specialise in areas of interest. In the Preliminary course students undertake core study for 70% of course time and select two options that total 30% of course time.

The HSC course consists of two core modules (60%) and students select two options (40%). The overview of this structure follows:

2 Unit Preliminary Course	2 Unit HSC Course
Core Strands (70% total)	Core Strands (60% total)
<ul style="list-style-type: none"> ❖ Meanings of Health and Physical Activity (10%) ❖ Better Health for Individuals (35%) ❖ The Body in Motion (25%) 	<ul style="list-style-type: none"> ❖ Health Priorities in Australia (30%) ❖ Factors Affecting Performance (30%)
Options (30% total)	Options (40% total)
Select two of the following options:	Select two of the following options:
<ul style="list-style-type: none"> ❖ First Aid (15%) ❖ Composition and Performance (15%) ❖ Fitness Choices (15%) ❖ Outdoor Recreation (15%) 	<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%)

Outcomes (pp 14–16)

The outcomes have changed significantly, relating to the whole of course rather than to particular modules. Discrete outcomes have been developed for Preliminary and HSC courses. HSC course outcomes build upon those of the Preliminary course in terms of increased skill level and the complexity of related areas of study.

The main outcomes addressed by each module are clearly identified in the module descriptions.

The outcomes provide a major focus for the specimen examination paper and for the band descriptions in the draft course performance scale.

Content (pp 18–86)

The clarity of expectation has been enhanced through a new module structure. The new syllabus content includes focus questions that describe the area to be investigated. This is complemented with a clear statement of what students learn about and learn to do in the context of each question. Teacher notes have been provided where a further description of the breadth and depth of study is required. Syllabus terms that may require explanation have been included in a glossary (pp 95–97).

The content to be covered in each module has been refined to ensure that it is more manageable in order to encourage deeper investigation and practical application. Some areas with a changed emphasis for investigation in the Preliminary core include:

- meanings of physical activity (p 19)
- exercising more control over personal health (p 26)
- introductory biomechanics (p 31).

New Preliminary options include scope for:

- developing movement skill and the ability to compose, perform and appraise movement in a chosen medium (pp 37–40)
- experiencing and evaluating a range of physical activities in order to develop as critical consumers of fitness options (pp 41–44).

The revised HSC core modules reflect a number of changes including:

- the investigation of health focusing on identified national health priorities. The Ottawa Charter is used as a framework for considering the ways that priority areas may be addressed (pp 50–54)
- the factors affecting performance are explored through a range of practical coaching applications (pp 55–59).

New HSC options enable:

- an investigation of the factors influencing the health of young people. This includes a positive focus on interpersonal skills that promote resilience and social action that supports young people's health (pp 61–65)
- a detailed study of the identification, assessment, treatment and prevention of sports related injury (pp 71–76)
- the identification of inequities in Australia's health, and the action necessary to achieve better health for all (pp 82–86).

Assessment (pp 89–94)

New specifications for internal assessment (p 92) provide greater flexibility by distributing weighting across the course rather than to the components of knowledge, understanding, and skills. However, as assessment will be based on the achievement of outcomes, a balance of knowledge, understanding and skills will be incorporated.

The use of a range of assessment strategies is encouraged and a ceiling of 50% has been placed on those tasks that replicate the external examination.

The external assessment specifications are given on p 93 and their use is illustrated in the 2001 HSC Specimen Examination Paper.

What will be needed to teach this subject?

- *PDHPE Stage 6 Syllabus.*
- PDHPE 2001 Specimen Examination Paper and Sample Marking Guidelines.

Current resources are appropriate for use with the new syllabuses although there may need to be some adjustment in the way teachers use them.

A further subject-specific document has been developed by the Board of Studies and is available on the Board's website. This assists teachers with the implementation of the revised syllabuses. <http://www.boardofstudies.nsw.edu.au>

A list of a number of resources has also been placed on the Board's website,

The Board of Studies will also provide assessment support materials, which will be generic across subjects.

Cross-sectoral professional development workshops (Department of Education and Training, Catholic Education Commission and members of the Association of Independent Schools) for Personal Development, Health and Physical Education Stage 6 will be held. Venues and dates for these workshops have been published on the *New HSC* website — <http://www.newhsc.schools.nsw.edu.au> — and distributed to schools. The materials from the workshops will be available on this website.

CURRICULUM SUPPORT for Teaching in Personal Development, Health and Physical Education 7 – 12 — a publication distributed each term by the Department of Education and Training — will carry an HSC supplement.

Assessment and Reporting Bulletin — published each term as a joint venture of the Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools — will build on principles outlined in Board of Studies newsletters and assessment support materials.