

**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

# **Personal Development, Health and Physical Education**

**Stage 6**

**Syllabus**

**1999**

**Amended March 2001**

**PLEASE NOTE**

The assessment and HSC examination requirements detailed in this syllabus refer to the 2009 HSC. New *Assessment and Reporting* information will apply to this syllabus for the 2010 HSC and beyond.

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## **1 The Higher School Certificate Program of Study**

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## 2 Rationale for PDHPE in the Stage 6 Curriculum

Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

Young people are growing up in a world of rapid change. Expanding technologies, new social structures, shifting community values and emerging environmental issues are complex interrelated factors that affect the way individuals live their lives. At a time when there is tremendous opportunity for good health there are numerous conflicting influences on lifestyle.

It should be a goal of every individual to lead a fulfilled life that is active and healthy. Furthermore, it is desirable to be a part of a society that promotes this as a key value and supports its members in leading healthy lifestyles.

In order for students to enhance personal growth and to make a significant contribution to the wellbeing of others, this syllabus focuses on the health of individuals and communities and the factors that influence movement skill and physical activity levels.

This syllabus focuses on a social view of health where the principles of diversity, social justice and supportive environments are fundamental aspects of health. The examination of individual, family and community values and beliefs and the sociocultural and physical environments in which we live provides an explanation for health status and sustainable solutions for better health.

The Ottawa Charter for Health Promotion is introduced as an important concept for exploring health issues. It provides a framework where enabling, mediating and advocating for health is acted upon through the key strategies of:

- building healthy public policy
- strengthening community action
- creating supportive environments
- developing personal skills
- reorienting health services.

The health promotion model is applied to specific study of national health priority areas and issues related to equity and health. It also enables students to investigate areas of great relevance, including the health of young people and the analysis of personal health.

This syllabus also includes a detailed study of movement and physical activity. The emphasis is on understanding how the body moves and the sociocultural influences that regulate movement. Scientific aspects to be studied include anatomy, physiology, biomechanics and skill acquisition. Students also think critically about aspects of history, economics, gender and media as they impact on patterns of participation in physical activity and the ways that movement is valued. These areas of study prepare students to be informed participants in movement culture, skilled, intelligent performers and analysts of movement.

As students are confronted by particular PDHPE issues, they are challenged to examine them in socially imaginative ways and respond in terms of individual plans, lifestyle decisions and clarification of values. The syllabus gives emphasis to the development of those skills that enable students to translate knowledge and understanding and beliefs into action. This includes the ability to:

- research, inquire and question in order to facilitate transfer of learning in a changing society
- define issues, identify and consider outcomes of possible solutions
- choose, implement and evaluate courses of action
- resolve conflict, assert rights and access social support.

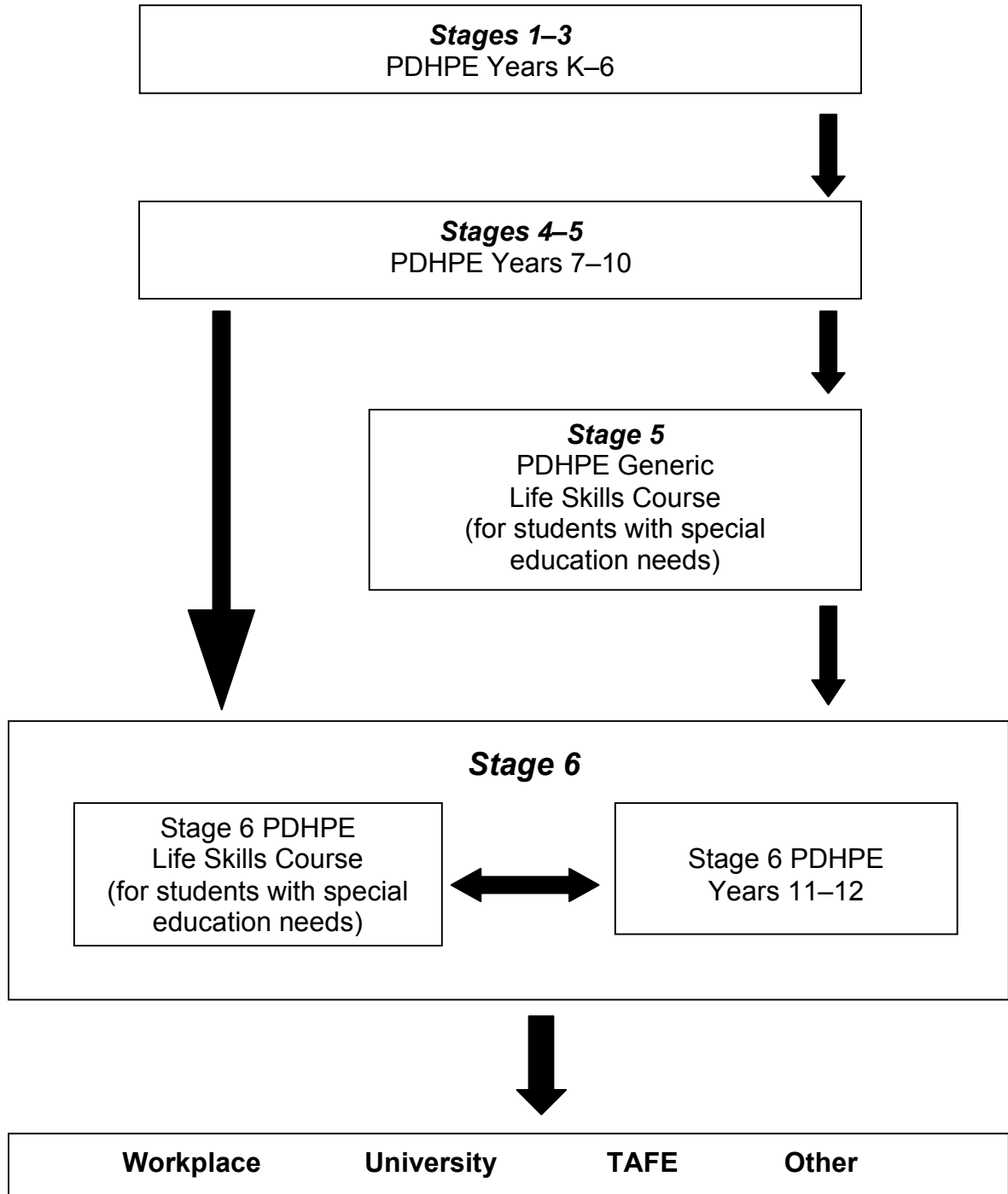
The syllabus has been designed for all students in Years 11 and 12 who have an interest in this area. While there are no formal prerequisites for this course, it is assumed that students have undertaken a minimum 300 hour course based on the *PDHPE Years 7–10 Syllabus*. The Stage 6 PDHPE syllabus builds upon this experience by introducing students to more detailed study and higher order skills.

All aspects of PDHPE are of relevance to all young people and, as such, the syllabus prescribes a core of study that represents the breadth of the learning area. It is acknowledged, however, that senior students will have particular areas of interest that they wish to pursue in greater depth. Consequently, the syllabus offers a significant options component designed to enable students to specialise in chosen areas.

The syllabus provides a direct link with study and vocational pathways in the areas of recreational, paramedical, movement and health sciences. Related career opportunities are expanding and gaining recognition throughout the community as legitimate fields of endeavour.

The study of PDHPE also supports students as they develop into young adults. The syllabus encourages personal growth, the enhancement of wellbeing and the development of the individual's capacity to take a productive role in society.

### 3 Continuum of Learning for PDHPE Stage 6 Students



## **4 Aim**

The aim of PDHPE at Stage 6 is to develop in each student a capacity to think critically about key issues related to health and physical activity in order to make informed decisions that support and contribute to healthy, active lifestyles and communities.

## **5 Objectives**

Through the study of PDHPE, students will develop:

- values and attitudes that promote healthy and active lifestyles and communities
- knowledge and understanding of the factors that affect health
- a capacity to exercise influence over personal and community health outcomes
- knowledge and understanding about the way the body moves
- an ability to take action to improve participation and performance in physical activity
- an ability to apply the skills of critical thinking, research and analysis.

## 6 Course Structure

### 6.1 Overview of Course

The PDHPE Syllabus includes two 120 hour courses.

The Preliminary course consists of three core modules representing 70% of course time. An options component representing 30% of course time includes four options of which students are to study two.

The HSC course consists of two core modules representing 60% of course time. An options component representing 40% of course time includes five options of which students are to study two.

Preliminary Course	HSC Course
<p style="text-align: center;"><b>Core Strands (70% total)</b></p> <ul style="list-style-type: none"> <li>• Meanings of Health and Physical Activity (10%)</li> <li>• Better Health for Individuals (35%)</li> <li>• The Body in Motion (25%)</li> </ul>	<p style="text-align: center;"><b>Core Strands (60% total)</b></p> <ul style="list-style-type: none"> <li>• Health Priorities in Australia (30%)</li> <li>• Factors Affecting Performance (30%)</li> </ul>
<p style="text-align: center;"><b>Options (30% total)</b></p> <p>Select two of the following options:</p> <ul style="list-style-type: none"> <li>• First Aid (15%)</li> <li>• Composition and Performance (15%)</li> <li>• Fitness Choices (15%)</li> <li>• Outdoor Recreation (15%)</li> </ul>	<p style="text-align: center;"><b>Options (40% total)</b></p> <p>Select two of the following options:</p> <ul style="list-style-type: none"> <li>• The Health of Young People (20%)</li> <li>• Sport and Physical Activity in Australian Society (20%)</li> <li>• Sports Medicine (20%)</li> <li>• Improving Performance (20%)</li> <li>• Equity and Health (20%)</li> </ul>

## 6.2 Module Structure

Each module has a common format, the features of which are described below.

### ***Core or Option Number and Title***

The module title and the percentage of course time is indicated.

### ***Description***

This section provides a general overview and introduction to each module. It introduces focus questions that give an overall direction for critical inquiry of the areas of study.

### ***Outcomes***

The course outcomes that students work towards in the context of the module are listed.

### ***Students learn about...***

This section details the subject matter to be covered in the module. It describes what students learn about. All aspects identified in this section are to be studied.

Focus questions indicate the critical aspects to be studied and the associated subject matter describes the scope of the investigation.

### ***Students learn to...***

This section describes what students learn to do as a result of engaging with the subject matter.

It is expected that students will have experience of all aspects identified . They emphasise practical applications, research, critical inquiry and movement opportunities.

### ***Teacher note***

This section clarifies the depth of coverage required for particular areas of study. They also indicate aspects of the subject matter that require a particular emphasis.

### ***Suggested Assessment Strategies***

This section provides examples of assessment strategies appropriate for assessing the relevant syllabus outcomes.

### 6.3 Important Aspects of Course Methodology

The process of critical inquiry and the use of practical application enhance learning, increase relevance and support further independent investigation of topics.

#### *Critical Inquiry*

Understanding about health and movement is dynamic. Consequently, students need to question current understanding, examine issues from a range of perspectives and be prepared to evaluate beliefs and opinions over time.

In order to support the process of critical inquiry, the syllabus specifies focus questions. Following is a general framework that may assist students to explore these focus questions. Other specific examples of the critical inquiry process are presented within modules in the section *Students will learn to* as follows:

- Exploring the Issue
  - How important is the issue as perceived by different groups?
  - Is the issue a new or emerging concern?
  - Are there inequities and social justice considerations associated with the issue?
  - What are the factors that influence the issue?
  - What action has been taken to date in relation to the issue?
  - What are the range of approaches that could be adopted?
  - Are there similar case studies from which we can learn?
- Planning for Action
  - What change do you perceive as possible?
  - How can this change best be put in place?
  - Is change justified?
  - What effect might change have on stakeholders?
  - What aspects of the Ottawa Charter lend themselves to addressing this issue?
- Reflecting on the Issue
  - How do approaches to this issue stand up to ethical scrutiny?
  - What is the future view of this issue?
  - How does my understanding of this issue and the skills involved in dealing with it transfer to other areas of study?
  - How has the inquiry affected my actions, values and attitudes?
  - What was the outcome of any plans that were implemented?

#### *Practical Application*

Learning becomes meaningful when students have the opportunity to apply their understanding to contexts that are personally relevant. Student's research and investigation should focus on those issues that are of greatest interest. Where possible, students should apply their learning to action in response to local needs.

Practical application enables students to acquire knowledge, understanding, values, attitudes and skills through experiential learning. This process also provides opportunity for translating theoretical understanding into action.

In the case of physical performances, the emphasis should be on acquiring and demonstrating understanding. While the attainment of a high level of movement skill is desirable, the focus of this syllabus is on the capacity to apply understanding about movement and to acquire understanding through movement.

Within each module a range of practical applications are provided in the 'Students learn to' section, including:

- gathering relevant information, which may involve surveys, interviews and accessing computer data bases
- conducting practical laboratories to determine physiological response to exercise and training
- presenting peer coaching workshops to examine skill acquisition processes
- maintaining personal journals or diaries in order to monitor progress towards goals or to reflect on health issues.

## 7 Objectives and Outcomes

### 7.1 Table of Objectives and Outcomes

Values and Attitudes Objective	Values and Attitudes Outcomes for Preliminary and HSC Courses
<p>A student develops:</p> <ul style="list-style-type: none"> <li>values and attitudes that promote healthy active lifestyles and communities</li> </ul>	<p>A student:</p> <ul style="list-style-type: none"> <li>demonstrates a commitment to social justice through valuing diversity, equity and supportive environments</li> <li>shows responsibility and a willingness to act for personal and community health shows a willingness to question issues that impact on health and performance</li> <li>values the technical and aesthetic qualities of and participation in physical activity</li> </ul>

Objectives	Preliminary Course Outcomes	HSC Course Outcomes
<p>A student develops:</p> <ul style="list-style-type: none"> <li>knowledge and understanding of the factors that affect health</li> </ul>	<p>A student:</p> <p>P1 identifies and examines why people give different meanings to health and to physical activity</p> <p>P2 explains how nutrition, physical activity, drug use and relationships affect personal health</p> <p>P3 recognises that health is determined by sociocultural, economic and environmental factors</p>	<p>A student:</p> <p>H1 describes the nature, and justifies the choice, of Australia's health priorities</p> <p>H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk</p> <p>H3 analyses the determinants of health and health inequities</p>
<ul style="list-style-type: none"> <li>a capacity to exercise influence over personal and community health outcomes</li> </ul>	<p>P4 identifies aspects of health over which individuals can exert some control</p> <p>P5 plans for and can implement actions that can support the health of others</p> <p>P6 proposes actions that can improve and maintain personal health</p>	<p>H4 argues the case for the new public health approach to health promotion</p> <p>H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities</p> <p>H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)</p>

<b>Objectives</b>	<b>Preliminary Course Outcomes</b>	<b>HSC Course Outcomes</b>
<ul style="list-style-type: none"> <li>knowledge and understanding about the way the body moves</li> </ul>	<p>P7 explains how body structures influence the way the body moves</p> <p>P8 describes the components of physical fitness and explains how they are monitored</p> <p>P9 describes biomechanical factors that influence the efficiency of the body in motion</p>	<p>H7 explains the relationship between physiology and movement potential</p> <p>H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity</p> <p>H9 explains how movement skill is acquired and appraised</p>
<ul style="list-style-type: none"> <li>an ability to take action to improve participation and performance in physical activity</li> </ul>	<p>P10 plans for participation in physical activity to satisfy a range of individual needs</p> <p>P11 assesses and monitors physical fitness levels and physical activity patterns</p> <p>P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)</p> <p>P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)</p> <p>P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)</p>	<p>H10 designs and implements training plans to improve performance</p> <p>H11 designs psychological strategies and nutritional plans in response to individual performance needs</p> <p>H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)</p> <p>H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)</p>

<b>Objectives</b>	<b>Preliminary Course Outcomes</b>	<b>HSC Course Outcomes</b>
<ul style="list-style-type: none"> <li>an ability to apply the skills of critical thinking, research and analysis</li> </ul>	<p>P15 forms opinions about health-promoting actions based on a critical examination of relevant information</p> <p>P16 utilises a range of sources to draw conclusions about health and physical activity concepts</p> <p>P17 analyses factors influencing movement and patterns of participation</p>	<p>H14 argues the benefits of health-promoting actions and choices that promote social justice</p> <p>H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all</p> <p>H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts</p> <p>H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation</p>

## 7.2 Key Competencies

PDHPE Stage 6 provides a context within which to develop general competencies considered essential for the acquisition of effective, higher order thinking skills necessary for further education, work and productive functioning in daily life.

The following key competencies are embedded in the *PDHPE Stage 6 Syllabus* to enhance student learning.

**Collecting, analysing and organising information:** this is developed through the syllabus emphasis on critical thinking and research. Students research a range of information sources, discerning their relevance to particular PDHPE issues. Skills of analysis are applied to explaining the ways the body moves, interpreting a range of data and monitoring the effectiveness of health policies and programs.

**Communicating ideas and information:** this competency is developed in all aspects of the syllabus. Students develop the capacity to select appropriate means to communicate relevant understandings. This includes the demonstration of understandings and ideas through movement.

**Planning and organising activities:** this is developed in contexts such as setting goals for improved personal health, strategic planning for safe outdoor recreation, preventive health action, organising training programs and designing health promotion strategies.

**Working with others and in teams:** there are significant opportunities for students to work cooperatively and adopt leadership roles in the context of this syllabus. This competency is embedded in the modules Composition and Performance and Outdoor Recreation. Other modules integrate coaching experiences that further develop the capacity to work with others.

**Using mathematical ideas and techniques:** students develop basic mathematical concepts in the interpretation of trend data related to epidemiology. This is further developed through measuring physical fitness and examining the physiology of the body. As students appraise movement they are also required to use mathematics in analysing quantitative measures of performance.

**Using technology:** research and investigation in this syllabus involves using appropriate information technologies. Students also examine technologies related to training, sports medicine, the enhancement of performance and the health of Australians.

**Solving problems:** the study of contemporary health and physical activity issues presents students with a range of challenging problems. The syllabus requires students to examine options and consider ethical dimensions when proposing solutions to these problems.

## **8 Content: PDHPE Stage 6 Preliminary Course**

### **8.1 Preliminary Core 1: Meanings of Health and Physical Activity**

*This module should occupy approximately 10% of total course time*

#### **Module Description**

This compulsory module provides a foundation for all students in preparation for the study of core modules that follow. Students investigate the concepts of health and physical activity and explore how people's views of each differ according to their experiences and backgrounds.

In this module, students investigate the following critical questions:

- What do people mean by health?
- What do people mean by physical activity?
- How do people's views of health and of physical activity vary according to their social, cultural and economic backgrounds?
- What meanings do you give to your own health and physical activity?

In this foundation module, students come to understand the concepts of health, physical activity and social justice as an introduction to the study of PDHPE.

#### **Outcomes**

A student:

- P1 identifies and examines why people give different meanings to health and to physical activity
- P3 recognises that health is determined by sociocultural, economic and environmental factors
- P16 utilises a range of sources to draw conclusions about health and physical activity concepts.

### **What do people mean by health?**

Students learn about:

- meanings of health
  - health as absence of disease
  - health as a holistic concept
  - dimensions of health (physical, social, mental, emotional, spiritual)
  - ways of being healthy
  - health continuum (the relative nature of health).

Students learn to:

- conceptualise health as a state of being that is:
  - dynamic
  - the result of interactions between all dimensions
  - relative, depending on an individual's circumstances.

### **What do people mean by physical activity?**

Students learn about:

- meanings of physical activity
  - physical activity and its relationship to fitness and exercise
  - physical activity and its relationship to health
  - ways of being physically active.

Students learn to:

- critically examine questions such as:
  - is it possible to be physically active and not be healthy?
  - can you be healthy without being physically active?

### **How do people's views of health and of physical activity vary according to their social, cultural and economic backgrounds?**

Students learn about:

- health and physical activity as social constructs
  - they change meanings over time
  - they mean different things from culture to culture
  - they mean different things from individual to individual, from context to context
- advantages of viewing health and physical activity as social constructs
  - supports principles of diversity and social justice
  - recognises the interrelationship of many sociocultural and environmental factors on health
  - challenges the notion that health is solely an individual's responsibility.

Students learn to:

- apply an understanding of the concept of 'social construct' to explanations of why people have different views of health and physical activity
- question approaches to health and physical activity that blame individuals and that attach all responsibility for poor health to them.

### **What meanings do you give to your own health and physical activity?**

Students learn about:

- personal meanings of health and physical activity
  - range of personal meanings
  - effect of these meanings on personal attitudes and behaviours
  - relevance of the meanings to others
  
- factors that influence health and physical activity
  - lifestyle
  - heredity
  - environment (physical, political, socioeconomic, sociocultural)
  - motivation
  - priorities
  - education.

Students learn to:

- identify the meanings they have of health and explain why these may contrast with the meanings other people hold
  
- explain the different roles physical activity plays in people's lives and identify the meanings they give to activity in their own lives
  
- understand why not all people have equal opportunities to achieve and maintain high levels of health; understand that health can be achieved despite limitations.

### **Suggested Assessment Strategies**

Survey a range of people on their views of health and/or physical activity. Write a report on how and why people's concepts of health and of physical activity vary.

Critically review newspaper articles and television stories for the meanings that they give to health and/or physical activity.

## 8.2 Preliminary Core 2: Better Health for Individuals

*This module should occupy approximately 35% of total course time*

### Module Description

This compulsory module examines the nature of personal health, the perceptions students have of their own health and the degree of control they have over their health. Students investigate the importance of nutrition, physical activity, drug use and relationships to their health and the actions needed to achieve better health. Students are asked to investigate these issues using an inquiry approach based on the Ottawa Charter action areas. As a result, students develop an action plan designed to maintain and/or modify selected actions in an effort to optimise their own health.

In this module, students investigate the following critical questions:

- How important is nutrition to your health?
- How important is physical activity to your health?
- How does drug use affect your health?
- How important are relationships to your health?
- What actions are needed for you to achieve and maintain the best possible health?
- How will these actions allow you to exercise more control over your own health?

After studying this module, students come to understand and value how personal actions, policy, environment, community action and health services can all interact to achieve better health for individuals. These understandings are further developed in the HSC core module, Australia's Health Priorities.

### Outcomes

A student:

- 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
- P4 identifies aspects of health over which individuals can exert some control
- P5 plans for and can implement actions that can support the health of others
- P6 proposes actions that can improve and maintain personal health
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 utilises a range of sources to draw conclusions about health and physical activity concepts.

**Teacher Note:** This module involves a study of four aspects of health most relevant to students in Stage 6. The level of detail for investigating each aspect of health in this module will be determined by the specific needs of students. While a general understanding of the key concepts under each aspect is required, specific detail is only necessary if it helps students to apply this understanding to personal practices.

The weighting given to the four aspects of health in the overall balance of Preliminary programs should be relative to the emphasis placed in Years 7–10 PDHPE programs. Teachers should teach this module starting from what their students already know and can do.

### How important is nutrition to your health?

Students learn about:

- analysing dietary choices
  - dietary needs of young people
  - dietary guidelines
  - nutrients
  - the relationship between diet, physical activity and weight
- outcomes of nutrition on health
  - social, emotional and physical benefits of healthy eating
  - outcomes of unhealthy eating
- factors which affect patterns of eating
  - sociocultural factors
  - socioeconomic circumstances
  - mass media
  - lifestyle
  - access to information and support
  - education.

Students learn to:

- analyse their own diet with reference to current dietary guidelines for young people.
- complete a personal food history, including information such as:
  - what foods have been eaten
  - how frequently foods have been eaten
  - a comparison of foods eaten to the dietary guidelines
  - a comparison of dietary intake to a energy expenditure
- identify the health effects that result from a diet too high or too low in nutrients
- critically examine the influence of the factors which affect eating patterns in case studies, eg:
  - the links between disordered eating and ideals of femininity and masculinity in the mass media
  - the rise of fast foods in our society.

### **How important is physical activity to your health?**

Students learn about:

- analysing patterns of physical activity
  - levels of physical activity necessary for health
  - activity needs and patterns of young people
  - factors affecting involvement of young people in physical activity
- benefits and outcomes of physical activity on health
  - short term vs long term
  - social, emotional and physical
- planning for increased levels of physical activity
  - identifying the purpose of physical activity to the individual
  - identifying barriers
  - range of physical activities available
  - access to support.

Students learn to:

- critically examine the amount of physical activity needed to incur health benefits by investigating:
  - how much physical activity is enough?
  - is this the same for all people?
  - does fitness equal health?
  - can physical activity be dangerous to health?
- maintain journal entries in order to monitor the type and frequency of their involvement in physical activity
- explore the role of physical activity in the development of physical, social and emotional outcomes, eg reduced risk of certain diseases, increased self-esteem, broader social networks
- draw conclusions about the factors influencing participation in physical activity by interviewing a range of different people.

### **How does drug use affect your health?**

Students learn about:

- nature and prevalence of drug use
  - categories and types
  - patterns of use
  - levels of use
- reasons for use
  - eg health enhancement, experimentation, habit, dependency, recreational use
- effects of drugs on the individual
  - physical
  - psychological/emotional
  - social
  - economic
  - legal

Students learn to:

- identify the most commonly used drugs in the community and explore patterns of drug use (eg by age, gender and cultural factors)
- develop strategies for identifying the purposes currently served by use of a drug and the social influences on people to use drugs
- recognise that the effects of drugs on the individual may be unanticipated and interdependent

- factors associated with harm from drug use
  - characteristics of the individual
  - potential for harm from the drug
  - influences on drug use (eg family, friends, media, availability)
- responsible use
  - what is responsible behaviour?
  - ways to reduce risks to self and others
- alternatives to drugs,
  - eg recreation, activity, stress management, abstinence, harm reduction strategies.
- explore how the effects of drug use are influenced by the interaction between the drug, the individual and the environment
- investigate strategies that will reduce risks to themselves and others
- examine situations where drug use may occur and identify alternatives.

### **How important are relationships to your health?**

Students learn about:

- developing and maintaining positive relationships
  - skills for effective communication
  - accepting and fulfilling responsibilities
  - respect for others' rights
  - understanding the role that power plays
- reviewing relationships
  - value of relationships to the individual
  - how do you know when relationships aren't working?
  - consequences of changing relationships
  - coping with relationships that are changing or ending, eg resiliency skills
- sexual relationships
  - understanding personal sexuality
  - the right to choose
  - the need for consent
  - rights and responsibilities
  - safe behaviours

Students learn to:

- determine why, at this stage of development, their relationships are often changing or developing
- identify relationship changes, recognise the characteristics of successful relationships and apply this understanding to a discussion of the roles and responsibilities of people in different relationships
- recognise the diversity of sexual relationships, inclusive of heterosexuality, homosexuality, bisexuality and transexuality.

- sexual health care
  - safe practices
  - prevention of STDs, HIV/AIDS and blood borne viruses.

**Teacher Note:** Students do not require a detailed understanding of the physiology of reproduction. They only need a level of detail necessary to study contraception and STDs.

### **What actions are needed for you to achieve and maintain the best possible health?**

Students learn about:

- action areas of the Ottawa Charter
  - developing personal skills
  - creating supportive environments
  - strengthening community action
  - reorienting health services
  - building healthy public policy
- analysing actions for improving personal health
  - nutrition
  - physical activity
  - drug use
  - relationships.

Students learn to:

- distinguish the differences between the five areas and give examples of each action
- recognise that the approach taken by the Ottawa Charter is based on an understanding that health is socially determined

- apply the action areas of the Ottawa Charter to an investigation of at least *one* of the four aspects of health studied in this module, by examining the following questions:

*Developing personal skills*

- how do you see this aspect affecting you?
- what information do you need and where can you get it?
- what skills do you need? How can you develop them?

*Creating supportive environments*

- how important are your personal networks, eg family, friends, in supporting you?
- what role does the school play?
- to what extent does the larger social environment add to or detract from your health?
- does the physical environment have an impact on your health?

*Strengthening community action*

- does the community place importance on this aspect of health?
- is there any local community action already taking place in response to this aspect?
- will this action affect your level of health?
- to what extent can you become part of this community action?

*Reorienting health services*

- what services are available to support you?
- how do you gain access?

*Building healthy public policy*

- what policies play a role? (eg school, government)
- do these policies affect your health?

**Teacher Note:** When investigating one aspect in this way, emphasis should be on examining those areas of immediate relevance to the students' personal health actions, that is, developing personal skills, creating supportive environments, strengthening community action. Issues related to health services and public policy should be introduced from the students' perspective. They are not expected to learn or understand the detail regarding types of health services or public health policies. These will be addressed in the HSC core.

**How will these actions allow you to exercise more control over your own health?**

Students learn about:

- establishing an action plan to optimise health
  - short and long-term goals
  - timeline for implementation
  - gaining support for your action plan
  - contract/agreement for maintenance and/or change

Students learn to:

- develop an action plan designed to optimise their health. This action plan should:
  - specify behaviour changes
  - be based on establishing and achieving short and longer term goals
  - outline support needed to implement the action plan
  - focus on those aspects of health over which students exert some degree of control

- the degree of control individuals can exert over their health
  - factors which affect health decisions
  - aspects individuals have little or no control over
  - is health determined by individuals or is it determined by social, economic and cultural factors?
- review and plan for actions to optimise personal health, for example:
  - what changes are needed for you to achieve and maintain health?
  - what factors help or hinder you in making changes?
  - what steps do you need to take to achieve these changes?
  - how do your ideas about being female or male affect aspects of your health?
  - has what you have learnt in this module allowed you to exercise more control over your health?

### **Suggested Assessment Strategies**

Given a case study of an individual, analyse the factors that influence the individual's health behaviours. Give examples from the five action areas of the Ottawa Charter to illustrate what could be done to improve that individual's health.

Select an aspect of personal health, eg nutrition, physical activity, drug use or relationships and describe how personal skills and supportive environments can influence your health.

'Good health is your responsibility. Act now!'. Respond to this slogan. Does it provide the best explanation for how health is determined?

### 8.3 Preliminary Core 3: The Body in Motion

*This module should occupy approximately 25 % of total course time*

#### Module Description

This compulsory module examines the scientific foundations of human movement. In this module, students explore how the body moves and why it moves in particular ways. Students focus on the relationships between anatomy, physiology, fitness, biomechanics and efficient human movement.

In this module, students investigate the following critical questions:

- How do anatomical structures influence the way the body moves?
- How does the cardiorespiratory system respond to movement?
- What aspects of physical fitness influence movement efficiency?
- How are biomechanical principles reflected in the way we move?

This module forms a basis for a more detailed study of physiology and improving performance in the HSC course.

#### Outcomes

A student:

- P7 explains how body structures influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P16 utilises a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation.

### **How do anatomical structures influence the way the body moves?**

Students learn about:

- major skeletal bones
  - clavicle, sternum, humerus, scapula, cranium, cervical thoracic and lumbar vertebrae, ribs, ulna, radius, sacrum, pelvis, coccyx, femur, tibia, fibula, tarsals, carpals, metatarsals, metacarpals, phalanges
- joint structure and joint actions
  - structures (ligaments, tendons, cartilage, synovial fluid)
  - actions (extension, flexion, abduction, adduction, inversion, eversion, rotation, circumduction, pronation, supination, dorsiflexion, plantarflexion)
- major skeletal muscles
  - deltoid, biceps brachii, triceps, latissimus dorsi, trapezius, pectorals, erector spinae, gluteus maximus, hamstrings, quadriceps, gastrocnemius, soleus, tibialis anterior, rectus abdominus, external oblique, sacrospinalis
- muscle actions
  - agonist, antagonist, stabilisers
- types of contraction
  - concentric, eccentric, isometric.

Students learn to:

- identify the location of the major bones listed
- identify the relevant components affecting joint function and stability, eg the knee joint
- analyse movement by working in pairs or groups to determine the type and range of movements that are possible at various joints
- identify the location of the major muscles and groups listed and analyse the joint actions each is involved in
- analyse a range of movements, eg running, vertical jump, push up, and describe the:
  - bones involved and the joint action
  - muscles involved, muscle action and type of contraction.

### How does the cardiorespiratory system respond to movement?

Students learn about:

- circulation
  - components of blood
  - structure and function of the heart, arteries, veins, capillaries
  - pulmonary circulation
  - resting heart rates
  - effect of exercise on the heart
  - blood pressure
- respiration
  - structure and function of the respiratory system (bronchi, bronchioles, lungs, alveoli)
- lung function
  - inspiration, expiration
  - exchange of gases
  - immediate effect of exercise on respiration.

Students learn to:

- measure resting and exercise heart rates
- measure blood pressure
- analyse heart rate and blood pressure to explain the body's response to exercise
- analyse the various aspects of lung function through participation in a range of physical activities.

### What aspects of physical fitness influence movement efficiency?

Students learn about:

- components of physical fitness
  - health-related components
  - skill-related components

Students learn to:

- distinguish between health-related and skill-related components of physical fitness and the role they play in the efficiency of the moving body

**Teacher Note:** Students do not need to understand the detail of developing each element of fitness as it is taken up in HSC studies. In the HSC course they will also consider various fitness tests in a more critical way.

- measurements of health-related physical fitness
  - cardiorespiratory endurance, eg multi-stage fitness test
  - muscular strength, eg dynamometer grip strength
  - muscular endurance, eg sit-ups
  - flexibility, eg sit and reach
  - body composition, eg skinfold test.
- conduct a simple test of each element of fitness, eg the ACHPER fitness test. Students will consider the various tests more critically in the HSC course.

- measurements of skill-related physical fitness
  - power, eg standing long jump
  - agility, eg shuttle run
  - coordination, eg alternate ball toss
  - balance, eg stork stand
  - reaction time, eg ruler test.
- analyse class members' fitness test results in relation to what is known about their performance in a range of activities. Students should consider the question 'to what degree is fitness a predictor of performance?'

**Teacher Note:** The above tests are suggested for guidance only. They may be substituted with other relevant tests. Teachers should be aware of the sensitivities in assessment of elements such as body composition. In these cases it may be preferable to demonstrate or describe the process rather than require each student to be tested.

### How are biomechanical principles reflected in the way we move?

**Teacher Note:** These selected areas of biomechanics need only be dealt with in sufficient detail to understand their link to fundamental movement eg why do you lean forward to accelerate?

#### Students learn about:

- motion
  - linear motion, distance, speed, acceleration, momentum
- force
  - how the body applies force
  - how the body absorbs force
  - application of force on an object.

#### Students learn to:

- identify examples of activities that represent linear motion
- conduct simple movement workshops to analyse concepts related to motion, eg
  - calculate speed and acceleration
  - observe body motion (stride length, stride frequency and body lean) when accelerating or decelerating
  - identify examples of momentum in human movement
- analyse a range of movements to identify concepts of force, eg
  - applying force when changing direction, taking off in a long jump, throwing a ball
  - absorbing force when landing, catching a ball

- |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                     |
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| <ul style="list-style-type: none"><li>• balance and stability<ul style="list-style-type: none"><li>– centre of gravity</li><li>– base of support.</li></ul></li></ul> | <ul style="list-style-type: none"><li>• analyse a range of movements to identify balance and stability concepts, eg<ul style="list-style-type: none"><li>– centre of gravity in partner balances, sprint start, high jump</li><li>– causing an opponent to lose balance by changing directions.</li></ul></li></ul> |
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### **Suggested Assessment Strategies**

Give a practical demonstration to show understanding of anatomical and movement terms.

Prepare a laboratory report identifying the cardiorespiratory response to activity.

Conduct a number of different fitness tests designed to measure the same element of physical fitness with a group of students. Prepare a report on the results of each group member and discuss any variations in results across tests.

Analyse a range of movements to identify the influence of biomechanical principles on technique.

## 8.4 Preliminary Option 1: First Aid

*This module should occupy approximately 15% of total course time*

### Module Description

This option module addresses the need for a well-rehearsed, established routine in the delivery of first aid. In this module, students engage in the investigation and practical application of the major assessment and management techniques for the types of injury and medical conditions that require first aid attention. They explore the cause and symptoms of these main injuries and medical conditions. Students also explore the ethical arguments associated with the delivery of first aid.

In this module, students investigate the following critical questions:

- What are the main priorities for assessment and management of first aid patients?
- How should the major types of injuries and medical conditions be managed in first aid situations?
- What does the individual need to consider in administering first aid?

This module prepares students for undertaking a positive first aid role desirable in many settings, including the workplace. It is possible that this module can be delivered in such a way that those students wishing to gain an accredited first aid certificate are able to do so. Students have the opportunity to further develop related skills in the HSC option module Sports Medicine.

### Outcomes

A student:

- P5 plans for and can implement actions that can support the health of others
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 utilises a range of sources to draw conclusions about health and physical activity concepts

### **What are the main priorities for assessment and management of first aid patients?**

Students learn about:

- setting priorities for managing a first aid situation and assessing the casualty
  - situational analysis
  - approaching the casualty
  - priority assessment and management procedures
  - DRABCD (Danger, Response, Airways, Breathing, Compressions, Defibrillation)
  - STOP (Stop, Talk, Observe, Prevent further injury)
  - whole of body assessment
- crisis management
  - cardiopulmonary resuscitation (CPR)
  - bleeding
  - shock
  - neck and spinal injury
  - moving the casualty
  - medical referral
  - care of the unconscious casualty.

Students learn to:

- conduct appropriate assessment procedures in response to a range of first aid scenarios
- plan the overall management of a first aid situation and communicate strategies to other people at the scene
- demonstrate CPR procedures using a manikin
- use safe procedures when moving a casualty.

**Teacher Note:** Students require a general understanding of the anatomical and physiological bases for their actions in assessment and crisis management scenarios, eg the effect of shock on circulation, the reason for head tilt to open the airway, the point at which medical referral is required.

### **How should the major types of injuries and medical conditions be managed in first aid situations?**

Students learn about:

- management of injuries
  - wounds
  - fractures
  - dislocations
  - head injuries and concussion
  - eye injuries
  - nasal injuries
  - burn injuries
  - teeth injuries
  - electrocution
  - cramps
  - chest injuries
  - abdominal injuries
  
- management of medical conditions
  - heart attack
  - stroke
  - diabetes
  - epilepsy
  - asthma
  - poisoning
  - bites and stings
  - exposure to heat and cold.

Students learn to:

- identify signs and symptoms associated with each injury or condition
  
- apply current primary management techniques for each listed injury and condition
  
- apply bandages and splints appropriately in the treatment of particular injuries
  
- demonstrate the application of the following types of slings: collar and cuff, elevation and arm
  
- explain the nature of the identified medical conditions
  
- analyse symptoms and signs in order to determine the type and degree of medical conditions, eg grand mal vs petit mal, hyperglycaemia vs hypoglycaemia.

### **What does the individual need to consider in administering first aid?**

Students learn about:

- physical environment
  - traffic accidents
  - water environment
  - electricity
  
- infection control and protection
  - HIV/AIDS
  - blood borne viruses (Hepatitis B and C)

Students learn to:

- analyse the particular safety issues associated with each physical environment and formulate specific self-protective strategies that should be observed
  
- investigate the significance of various policies and practices for infection control
  
- describe the procedures to be taken in the event of contact with body fluids

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                              |
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| <ul style="list-style-type: none"><li>• legal and moral dilemmas<ul style="list-style-type: none"><li>– legal implications, eg Occupational Health and Safety legislation, litigation</li><li>– moral obligations, eg duty of care, responsible citizenship</li><li>– commonsense versus heroics</li></ul></li><li>• support following first aid situations<ul style="list-style-type: none"><li>– debriefing</li><li>– counselling.</li></ul></li></ul> | <ul style="list-style-type: none"><li>• debate the legal and moral dilemmas associated with providing first aid</li><li>• distinguish between a manageable first aid situation and an emergency situation</li><li>• identify available sources of support for emergency personnel.</li></ul> |
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### **Suggested Assessment Strategies**

Demonstrate using a manikin the procedure for assessment of an unconscious patient, including the application of CPR.

Conduct a safety audit of a familiar setting and recommend preventative strategies to be put in place as necessary.

Prepare a presentation on the nature of a particular medical condition and its first aid treatment.

## 8.5 Preliminary Option 2: Composition and Performance

*This module should occupy approximately 15% of total course time*

### Module Description

This option module is concerned with the way that movement is composed and performed. Students explore the elements of composition and apply them to movement skills in a medium of their choice. This process will lead to students performing a gymnastic sequence, dance, aerobics routine or games strategies. Students also develop appropriate ways of appraising performance and use the resulting feedback to refine their compositions.

In this module, students investigate the following critical questions:

- How do the elements of composition apply to different movement mediums?
- How are the elements used to compose movement?
- What is the role of appraisal in the process of composing and performing?

In this module, it is assumed that students' compositions will build on existing skills in the selected medium. It may be necessary, however, to further develop these skills and add new skills to their movement repertoire in order to maximise performance potential.

### Outcomes

A student:

- P13 develops refines and performs movement compositions in order to achieve a specific purpose
- P16 utilises a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation.

## How do the elements of composition apply to different movement mediums?

**Teacher Note:** It is suggested that a range of mediums are explored when introducing the elements of composition. In this way, students will be able to appreciate the commonalities and unique features of each medium.

### Students learn about:

- space
  - direction, eg sideways, diagonal, up, down, around, zig zag
  - level, eg high, medium, low
  - dimensions, eg shrinking, expanding, field and court size
  - patterns and formations, eg regular versus irregular, circles, lines, squares, offensive and defensive patterns
- dynamics
  - force, eg strong, weak, explosive, jerky
  - flow, eg bound, free
- time and rhythm
  - musical applications, eg beat, tempo, accent
  - coordination of movement
  - duration
  - momentum
  - self-paced versus externally-paced
  - timing
- relationships
  - body parts
  - points of contact
  - other people, eg audience, performers, opponents, team members, partners
  - apparatus and equipment
  - changing relationships
  - team formations, positional play, partner work.

### Students learn to:

- use variations of spatial elements in a range of movement contexts, eg
  - compare the ways that reduced performance space influences movement in dance and gymnastics
  - demonstrate ways of creating space in games situations
  - enhance simple aerobic routines by varying direction and formation
- identify how changing dynamics can achieve purposes such as communication of ideas
- investigate how rhythm and timing relate to sports movements, eg golf swing, running tempo and compare with its application in dance, gymnastics or aerobics
- distinguish between the effects of self-paced and externally-paced activity for composition of movement
- perform selected movement skills in unison and in contrast to others.
- analyse the purpose of various group formations, eg games defensive formations, transitions in a dance sequence.

## How are the elements used to compose movement?

**Teacher Note:** In this section, students are to specialise in a selected medium in order to develop and perform a movement composition. In their composition they apply those elements that have relevance to their medium.

Students learn about:

- the process of creating movement
  - defining the purpose or motivating factors
  - generating movement relevant to the purpose
  - exploring variations to known movements and combinations
  - improvising
  - learning new skills that relate to the purpose
  - selecting and refining movements
- the process of combining and arranging movement
  - considering the rules and conventions of the medium
  - sequencing
  - transitions
  - repetition
  - variation.

Students learn to:

- distinguish those skills that relate to the purpose of their selected medium
- extend their movement repertoire through improvisation and the development of new skills
- use a range of practice techniques to refine movements
- explore a range of ways of linking movement between phases of a performance, eg moving on and off stage, turning defensive formation into attacking formation, moving from a balance to prepare for a tumbling run
- experiment with the effect that variations in movement and elements has on the performance
- design and perform an individual or group performance in a selected medium.

## What is the role of appraisal in the process of composing and performing?

Students learn about:

- ways of appraising (observing, analysing, experiencing)
- aspects for appraisal
  - elements of composition
  - creativity and innovation
  - arrangement of movement
  - achievement of purpose
- establishing and applying criteria.

Students learn to:

- design criteria that reflect each of the aspects of appraisal and apply them to their performance
- utilise appraisal feedback to identify areas for modification.

### **Suggested Assessment Strategies**

Design a set of criteria for appraising the performance of a peer.

Observe a range of performances on video and identify how the elements of composition have been applied.

Use compositional skills to solve a range of movement problems in a selected medium.

Develop an improvisation to change the nature of a set routine.

## 8.6 Preliminary Option 3: Fitness Choices

*This module should occupy approximately 15% of total course time*

### Module Description

This option module examines the exercise options that are available to meet the varying fitness needs of individuals. In this module, students investigate what exercise means to different people and the factors that influence exercise choices. As a major focus of this module, students experience a range of exercise options and evaluate the ability of each to meet individual fitness needs.

In this module, students investigate the following critical questions:

- What does exercise mean to different people?
- What are the ways people choose to exercise for fitness?
- What influences people's choice of fitness activities?

This module, enables students to reflect upon their personal exercise needs and preferences and make informed consumer decisions about exercise options that address these needs.

### Outcomes

A student:

- P5 plans for and can implement actions that can support the health of others
- P6 proposes actions that can improve and maintain personal health
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 utilises a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation.

## What does exercise mean to different people?

**Teacher Note:** This section should provide a general overview to the module. The emphasis for students should be on understanding that exercise has different meanings to different people.

Students learn about:

- meanings of exercise
  - exercise as a form of physical activity
  - exercise and its relationship to fitness
  - fitness and its relationship to health
- the value that people place on exercise and fitness
  - changing attitudes to fitness
  - fitness as a commodity.

Students learn to:

- critically examine questions such as:
  - to what extent should exercise be a part of lifestyle?
  - what does it mean to be fit?
  - how does improved fitness impact on health?
- analyse a range of opinions about the value that people place on fitness.

## What are the ways people choose to exercise for fitness?

**Teacher Note:** In this section, students should be provided with opportunities to maximise their participation in a variety of fitness activities and reflect on their value. Students do not require a detailed knowledge of how to design various fitness activities, eg aerobics.

It is not essential that these opportunities be provided in specialised facilities. The focus may be on those activities which can be provided within the school.

Students learn about:

- individual fitness activities, for example:
  - power walking
  - swimming
  - running
  - cycling
  - weight training programs
  - tai chi
  - yoga

Students learn to:

- recognise the range and variety of fitness activities available to people
- participate competently and safely in a range of fitness activities

- group fitness activities, for example:
  - aerobics
  - aquarobics
  - pump classes
  - step classes
  - circuit training
  - team games
  - exercise for specific groups, eg exercise for pregnancy, kids, fitness, gentle exercise for the aged
- settings for exercise
  - exercise at home, eg home gyms
  - community facilities
  - fitness centres and fitness consultants
  - exercise clubs, eg running, walking, cycling
  - cultural groups.
- compare a variety of forms of exercise by investigating:
  - the benefits of this fitness activity
  - where the fitness activity is available
  - who would be attracted to this activity
  - cost involved
  - time commitment required
  - sources for further information
  - personal reflections on participation
- evaluate the appropriateness of fitness activities to them by investigating:
  - does this fitness activity suit my fitness needs?
  - could I continue to participate in this fitness activity? Why? Why not?
  - are other fitness activities more suitable for me?

### **What influences people's choice of fitness activities?**

Students learn about:

- benefits of exercise
  - physical, eg desired body shape, weight loss or increase
  - social, eg develop relationships
  - emotional, eg enjoyment, stress release, improved self-esteem
- advertising and promotion
  - how do you know who to believe?
  - promotional techniques, eg direct marketing, limited offer memberships
  - accuracy of information
  - ethics of advertising

Students learn to:

- interview a range of people about their exercise preferences and the benefits they gain from exercise participation
- analyse advertisements for fitness and exercise services by investigating:
  - who is the advertisement targeting?
  - what does the advertisement offer?
  - what are the benefits of the service?
  - are the claims believable?

- |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <ul style="list-style-type: none"><li>• barriers to participation<ul style="list-style-type: none"><li>– lack of motivation</li><li>– access to facilities</li><li>– convenience of use</li><li>– cost</li><li>– negative feelings about fitness and exercise</li><li>– exercise as a priority</li><li>– family responsibility.</li></ul></li></ul> | <ul style="list-style-type: none"><li>• understand that there are a number of barriers to people's participation in fitness activities, some of which individuals can overcome and some they cannot</li><li>• describe their own exercise preferences by considering:<ul style="list-style-type: none"><li>– their motivation for exercising</li><li>– the influences acting upon their choice of exercise for fitness</li><li>– their feelings about establishing a training partner.</li></ul></li></ul> |
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### **Suggested Assessment Strategies**

Prepare oral and written presentations that:

- analyse an exercise option, eg aerobics, power walking
- examine the exercise options available in the local area.

Maintain a reflective journal based on participation in a variety of fitness activities.

Journal entries could reflect on:

- enjoyment gained from the activity
- accessibility to the activity to continue participation
- benefits to be gained from continued participation in the activity.

Interview a range of people about:

- their motivations for exercising
- the barriers that prevent them from exercising.

## 8.7 Preliminary Option 4: Outdoor Recreation

*This module should occupy approximately 15% of total course time*

### Module Description

This option module focuses on the development of skills, understanding and attitudes necessary for safe participation in outdoor recreation activities. Students undertake practical learning experiences in order to develop technical skills of campcraft, navigation and survival action. They analyse the interpersonal aspects that enhance the effectiveness of groups in outdoor recreation settings. Students also think critically about the benefits of outdoor recreation and issues such as conservation and managing risk.

In this module, students investigate the following critical questions:

- What is the value of outdoor recreation?
- What are the technical skills and understanding needed for safe participation in outdoor recreation?
- What impact does group dynamics have on the outdoor experience?

The study of this module provides students with the opportunity to develop leadership skills and the ability to work in teams. The combination of engaging with the environment and the challenges it presents offers a unique personal development experience.

### Outcomes

A student:

- P5 plans for and can implement actions that can support the health of others
- P10 develops plans for participation in physical activity to satisfy a range of individual needs
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities
- P16 utilises a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation.

### **What is the value of outdoor recreation?**

Students learn about:

- reasons for participation in outdoor recreation
  - stress management
  - challenge and excitement
  - social interaction
  - personal growth
  - self-sufficiency
  - enjoyment
  - appreciation of the environment
  - health and fitness.

Students learn to:

- recognise the physical, social, intellectual and emotional outcomes that may result from outdoor recreation.

### **What are the technical skills and understanding needed for safe participation in outdoor recreation?**

Students learn about:

- planning skills
  - environment planning, eg weather, venue
  - safety risk management, eg escape routes, first aid preparation
  - food and water considerations
  - legal and administrative requirements, eg permission, liaison with authorities
- resources for safe participation
  - eg water, tent, protective clothing
  - effective use of resources
- campsite selection
  - geographic, environmental and climatic considerations
  - establishing the camp site (fireplace, waste disposal)

Students learn to:

- design checklists and strategic plans to manage the preparation for an outdoor experience
- determine the essential requirements for an outdoor experience in order to ensure that loads to be carried are manageable
- assess the suitability of a camp site by considering issues such as distance from creeks, away from trees and waste disposal considerations

- conservation skills
  - ‘leave no trace’ camping
  - minimal impact bushwalking
  - ethical issues, eg impact of activities on the environment
- navigational skills
  - map reading
  - grid bearing
  - magnetic bearing
  - true north
  - measuring distance
  - route planning
  - natural navigation (using sun, stars)
- critically examine the implications of the following for planning and behaviour: ‘take nothing but photos and leave nothing but footprints’; ‘leave the area cleaner than you found it’
- debate issues from ethical dimensions such as:
  - should areas be set aside as human free?
  - should 4WD and hiking be banned from some areas?
- navigate using a compass and maps with varying detail
- estimate the approximate time that it will take to walk a designated route

**Teacher Note:** Orienteering tracks and clearly marked trails provide a suitably safe context for developing navigational skills.

- survival skills
  - wilderness first aid, eg thermoregulation, snake bite
  - what to do when you are lost
  - bushfire procedures, lightning, flooded rivers
- skills needed for other outdoor activities relevant to the experience, for example:
  - canoeing skills
  - kayaking skills
  - abseiling skills.
- analyse a range of risk situations and propose prevention and management strategies
- describe how to construct an emergency shelter using natural materials
- perform relevant outdoor activities safely and with a basic level of proficiency.

**Teacher Note:** Students will only need to develop skills in activities that they will encounter as part of a planned outdoor experience. There is no specific requirements that any of the activities listed will be included.

### **What impact does group dynamics have on the outdoor experience?**

Students learn about:

- leadership styles
  - democratic
  - laissez-faire
  - autocratic
  - strategic non-intervention
- understanding group dynamics
  - stages of group dynamics (form, storm, norm, transform)
  - conflict resolution
  - team building
  - cooperation
  - trust
- facilitation skills
  - communication skills
  - decision making
  - flexibility
  - making judgements
- understanding strengths and weaknesses
  - participant readiness
  - self-efficacy
  - balancing challenge and safety (challenge by choice, taking risks in bounds of competence)
  - pushing the comfort zone.

Students learn to:

- distinguish between the different leadership styles and debate their suitability for different situations
- work cooperatively to solve simulated initiative challenges
- distinguish actions that enhance group cohesion when working in teams
- apply cooperative decision-making processes to solve problems and challenges faced in outdoor experiences
- debate questions such as:
  - how do you control risks when participants are encouraged to push their comfort zone?
  - what ethical considerations confront a leader in balancing challenge and safety?

### **Suggested Assessment Strategies**

Present a practical demonstration and explanation of one key outdoor skill area, for example:

- map reading
- orienteering and compass work
- route planning
- wilderness/remote area first aid.

In pairs, work cooperatively to successfully complete an initiative game demonstrating the interpersonal skills needed in outdoor recreation, for example team work, cooperation, problem-solving.

Plan a three-day camp for 15 participants, detailing all aspects that need to be considered.

## **9 Content: PDHPE Stage 6 HSC Course**

### **9.1 HSC Core 1: Health Priorities in Australia**

*This module should occupy approximately 30% of total course time*

#### **Module Description**

This compulsory module examines the health status of Australians and investigates, in depth, the current health priority areas in Australia. Students identify and justify the choice of priority areas and examine the roles that health promotion and health services play in achieving better health for all Australians.

In this module, students investigate the following critical questions:

- How are priority areas for Australia's health identified?
- What are the priority areas for improving Australia's health?
- What role does health promotion play in achieving better health for all Australians?
- What roles do health care facilities and services play in achieving better health for all Australians?
- What actions are needed to address Australia's health priorities?

In this module, students learn how health can be promoted by personal and community action and by policies and services at all levels of responsibility. The module introduces concepts of health inequities in Australia that are further explored in the options module Equity and Health.

#### **Outcomes**

A student:

- H1 describes the nature, and justifies the choice, of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities.
- H4 argues the case for the new public health approach to health promotion
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts.

## How are priority areas for Australia's health identified?

Students learn about:

- measuring health status
  - role of epidemiology
  - measures of epidemiology (mortality, infant mortality, morbidity, life expectancy)
- the health status of Australians
  - current trends: life expectancy, major causes of illness and death
  - groups experiencing health inequities: Aboriginal and Torres Strait Islander peoples, socioeconomically disadvantaged, Australians born overseas, people living in rural and isolated locations, people with disabilities, women, men, older people

Students learn to:

- critique the use of epidemiology to describe health status by considering questions such as:
  - what can epidemiology tell us?
  - who uses these measures?
  - do they measure everything about health status?
- critically analyse current health reports and articles for trend data

**Teacher Note:** Students do not need to know the latest statistics on the rates of illness and death. It is only important that they understand trends such as leading causes, population groups most at risk and whether prevalence is on the increase or decline. There is opportunity to study priority areas in depth later in the module.

- identifying priority areas
  - social justice principles
  - priority population groups
  - prevalence of condition
  - costs to individuals
  - costs to community
  - potential for change.
- argue the case for why decisions are made about health priorities by considering questions such as:
  - how do we identify priority areas for Australia's health?
  - how do sociocultural, physical or economic environmental factors affect the health status of populations?
  - how is health status linked to gender?
  - what role does the principle of social justice play?
  - why is it important to prioritise?

### **What are the priority areas for improving Australia's health?**

Students learn about:

- priority areas for action
  - cardiovascular disease (CVD)
  - cancer
  - injury
  - mental health
  - diabetes
  - asthma
  - arthritis and musculoskeletal conditions
- the four priority areas selected
  - the nature of the problem
  - extent of the problem (trends only)
  - risk factors
  - social determinants (or socially-based causal factors)
  - groups at risk.

Students learn to:

- examine the current AIHW report, *Australia's Health*<sup>1</sup> to determine why the areas were selected as priorities
- identify and draw on current and reliable sources of information to research and analyse four of the priority areas. All students must study CVD, cancer and two other health priorities chosen from the five remaining areas.

### **What role does health promotion play in achieving better health for all Australians?**

Students learn about:

- approaches to health promotion
  - what is health promotion?
  - the shift from an individual lifestyle approach to health promotion to the new public health approach
- characteristics of the new public health approach
  - empowerment of individuals
  - community participation
  - recognition of the social determinants of health

Students learn to:

- identify the limitations of an individual lifestyle approach to health promotion to account for the emergence of the new public health approach by investigating:
  - how each explains health and illness
  - the roles given to individuals, ie health promotion aimed at individual behaviour changes versus empowerment of individuals
  - the roles given to health professionals
  - the roles given to the community

<sup>1</sup> The document *Australia's Health* is updated biannually

- major health promotion initiatives
  - government responses (major reports)
  - community responses (state and local level health promotion initiatives).
- analyse practical examples of the new public health model by examining:
  - Ottawa Charter for Health Promotion (1986)
  - Jakarta Declaration on Health Promotion (1997)
  - Australia's Health (AIHW publication)
  - community initiatives.

### **What role do health care facilities and services play in achieving better health for all Australians?**

Students learn about:

- nature of health care in Australia
  - role of health care
  - range and types of health facilities and services
  - access to health facilities and services
  - responsibility for health care
- funding of health care in Australia
  - health insurance (public and private)
  - costs of health care to consumers
  - health care expenditure versus health promotion expenditure

Students learn to:

- examine the nature of health services relevant to their lives, and investigate issues of access and adequacy in relation to social justice principles; questions to explore include:
  - how equitable is the access and support for all sections of the community?
  - how much responsibility should the community assume for individual health problems?

**Teacher Note:** This section should be dealt with in broad terms only. The emphasis for students should be on the analysis of the prevention vs cure debate, rather than the detail of budget figures.

- alternative health care approaches
  - reasons for growth of alternative medicines and health care approaches
  - range of services available
  - how to make informed consumer choices.
- develop personal consumer skills through exploring questions such as:
  - how do you know who to believe?
  - what do you need to help you make informed decisions?

## What actions are needed to address Australia's health priorities?

**Teacher Note:** Students need to answer this question in relation to CVD, cancer and two other selected health priorities by using the action areas of the Ottawa Charter as a framework for analysis. Due to the scope of cancer, injuries and mental health as priority areas, the focus for this investigation should be on:

- skin cancer or lung cancer (cancer)
- road and traffic related injuries
- depression (mental health).

### Students learn about:

- developing personal skills
  - modifying personal behaviours
  - gaining access to information and support
- creating supportive environments
  - identifying personal support networks and community services
  - identifying sociocultural, physical, political and economic influences on health
- strengthening community action
  - empowering communities to take action
- reorienting health services
  - identifying the range of services available
  - gaining access to services
- building healthy public policy
  - identifying the impact of policies on health
  - influencing policy
  - deciding where to spend the money.

### Students learn to:

- apply the five action areas of the Ottawa Charter to a study of CVD, cancer and two other health priority areas
- investigate questions of social justice and the roles of individuals, communities and governments under the new public health approach, for example:
  - why do some population groups experience different levels of health from others?
  - is access to health care equitable for all groups?
  - are services aimed at prevention, promotion or cure?
  - what power do individuals and communities have to contribute to public policy?
  - what importance do different groups place on the different health priorities?
- reflect and answer the following questions for the four health priorities studied:
  - which of the five action areas are of most significance to each priority?
  - how do the five actions interact in relation to each priority?

### **Suggested Assessment Strategies**

Describe a profile of the health status of Australians by drawing on the results of epidemiology.

Present an argument to suggest that not all population groups in Australia enjoy equal health.

Describe a health promotion initiative and explain how it exemplifies the new public health approach.

Select one priority health issue (eg CVD, cancer) and describe how the actions of the Ottawa Charter interact to help address the problem.

## 9.2 HSC Core 2: Factors Affecting Performance

*This module should occupy approximately 30% of total course time*

### Module Description

This compulsory module examines the factors that affect performance. In this module, students explore the physical and psychological bases of performance. They experience and critically analyse approaches to training and skill development and investigate the contributions of psychology and nutrition to performance.

In this module, students investigate the following critical questions:

- How does training affect performance?
- How does the body respond to aerobic training?
- How can psychology affect performance?
- How can nutrition affect performance?
- How does the acquisition of skill affect performance?

This module enables students to take action to influence their own performance and enhance that of others through coaching applications.

Opportunity is provided in the HSC option Improving Performance for more detailed consideration of approaches for improving performance and the considerations of a coach in supporting the performance of athletes.

### Outcomes

A student:

- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

## How does training affect performance?

**Teacher Note:** Students should be provided with opportunities to explore the concepts dealt with in this module through a variety of practical laboratory experiences and coaching situations.

### Students learn about:

- energy systems
  - alactacid system (ATP/PC)
  - lactic acid system
  - aerobic system
- principles of training
  - progressive overload
  - specificity
  - reversibility
  - variety
  - training thresholds
  - warm-up/cool down
- types of training
  - aerobic
  - strength
  - flexibility (static, ballistic, PNF).

### Students learn to:

- analyse energy systems in terms of
  - source of fuel
  - efficiency of ATP production
  - duration that the system can operate
  - cause of fatigue
  - by-products of energy production
  - process and rate of recovery
- identify how the principles of training relate to each type of training, eg how overload applies to a flexibility program
- analyse two different training programs, eg backstroke swimming and road cycling and discuss how they relate to the principles of training.

## How does the body respond to aerobic training?

### Students learn about:

- the basis of aerobic training
  - pre-screening, eg age, health status
  - application of FITT principle
- immediate physiological response to training
  - heart rate
  - ventilation rate
  - stroke volume
  - cardiac output
  - lactate levels

### Students learn to:

- explain the purpose of pre-screening
- design an aerobic training session based on the FITT principle
- determine the pattern of respiration and heart rate before, during and after submaximal exercise through participation in a step test

- physiological adaptations in response to aerobic training
  - resting heart rate
  - stroke volume and cardiac output
  - oxygen uptake
  - lung capacity
  - haemoglobin level
  - blood pressure.

- interpret graphs and tables representing physiological adaptations to training.

### **How can psychology affect performance?**

Students learn about:

- motivation
  - positive and negative
  - intrinsic and extrinsic
  - social, material and internal reinforcement
- anxiety
  - trait and state anxiety
  - sources of stress
  - optimum arousal
- managing anxiety
  - concentration/attentional skills (focusing)
  - mental rehearsal
  - visualisation
  - relaxation
  - goal-setting.

Students learn to:

- research case studies of a number of athletes to ascertain the nature of their motivation and the psychological strategies they employ
- discern the difference between anxiety and arousal in terms of the effects on performance
- apply a range of psychological strategies to practical laboratories, eg mental rehearsal before long jump.

### **How can nutrition affect performance?**

Students learn about:

- balanced diet
  - is it adequate for performance needs?
- supplementation
  - vitamins
  - minerals
  - carbohydrate loading
- hydration
  - principles of body temperature regulation

Students learn to:

- design a pre-event and recovery nutritional plan for an athlete that includes the principles of carbohydrate loading
- compare the pre-performance diets of several athletes, considering:
  - use of diet supplements
  - fluid intake levels
  - foods consumed

- guidelines for fluid replacement.
- examine the relationship between body temperature regulation and fluid intake.

**Teacher Note:** Students do not need a detailed knowledge of all aspects of body temperature regulation. This is dealt with in more detail in the option modules *Improving Performance* and *Sports Medicine*.

### How does the acquisition of skill affect performance?

Students learn about:

- the learning process
  - a cyclic process (perceiving, deciding, acting, feedback)
- characteristics of the learner, eg personality, heredity, confidence, prior experience, ability
- the learning environment
  - physical environment
  - nature of skill (open, closed, gross, fine, discrete, serial, continuous, self-paced, externally-paced)
  - practice method (massed, distributed, whole, part)
  - feedback (internal, external, concurrent, delayed, knowledge of results, knowledge of performance)
- stages of skill acquisition
  - cognitive
  - associative
  - autonomous
- rates of skill acquisition
  - learning curves and plateaus
  - implications of rate of learning

Students learn to:

- plan and implement skill development sessions that show an understanding of the learning process
- examine the stages of skill acquisition by participating in the learning of a new skill, eg juggling, throwing with non dominant hand
- design a suitable plan for teaching beginners to acquire a skill through to mastery. The plan should reflect:
  - appropriate practice methods for the learners
  - an awareness of how instruction may vary according to characteristics of the learner
  - how feedback will be used as learners progress through the stages of skill acquisition

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• skilled performers versus unskilled performers<ul style="list-style-type: none"><li>– kinaesthetic sense</li><li>– anticipation and timing</li><li>– mental approach</li><li>– consistency</li></ul></li><li>• objective measurement of skill<ul style="list-style-type: none"><li>– skill-related tests</li><li>– validity and reliability of tests</li></ul></li><li>• judging the quality of performance<ul style="list-style-type: none"><li>– characteristics of skilled performance</li><li>– outcomes of skilled performance</li><li>– personal versus prescribed judging criteria.</li></ul></li></ul> | <ul style="list-style-type: none"><li>• analyse video of various standard performers to ascertain the qualities of skilled as compared to unskilled performers</li><li>• identify skill-related tests that are valid and reliable</li><li>• think critically about performance by investigating questions, such as:<ul style="list-style-type: none"><li>– who creates standards of performance?</li><li>– what is quality of performance?</li><li>– what are the outcomes of skilled performance?</li></ul></li></ul> |
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### **Suggested Assessment Strategies**

Prepare a flow chart representing the chain of events in the production and use of aerobic and anaerobic energy. Have students explain their diagrams to other students.

Demonstrate an understanding of the process of skill acquisition by teaching skills to a group of younger students.

Conduct an experiment on the influence of feedback in a skill development session. Prepare a report critiquing the various forms of feedback available and the degree to which each is likely to enhance the learning process.

Critically review an article on psychological influences on performance, outlining its relevance to personal application.

Use the FITT principle to design an aerobic training program for a 40-year-old male or female with no previous training history.

## 9.3 HSC Option 1: The Health of Young People

*This module should occupy approximately 20% of total course time*

### Module Description

This option module is concerned with the special health needs of young people. In this module, students examine the nature of young people's lives and the developmental and social factors that significantly influence their health. They consider the health status of young people and examine a number of related areas of concern. Students discover that there is much that can be done to support the health of young people and they critically analyse the level of support currently available. Students are encouraged to develop a positive view of the future and a preparedness to contribute towards that future.

In this module, students investigate the following critical questions:

- What is good health for young people?
- Do Australia's young people enjoy good health?
- What skills and actions enable young people to attain better health?

### Outcomes

A student:

- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H4 argues the case for the new public health approach to health promotion
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H6 demonstrates a range of personal health skills that enables them to promote and maintain health
- H14 argues the benefits of health promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts.

## What is good health for young people?

Students learn about:

- the nature of young people's lives
  - transition from childhood to adulthood
  - diverse in terms of developmental stage, motivations, values, sociocultural background, influence of family
  - influenced by a range of prevailing youth cultures
  - influenced by global events and trends
  - perceptions of young people by other populations
- developmental aspects that impact on the health of young people
  - revising roles within relationships
  - clarifying self-identity
  - developing self-sufficiency and autonomy
  - establishing a sense of self-worth
  - establishing education, training and employment pathways
  - establishing personal support structures
  - determining behavioural boundaries

Students learn to:

- distinguish those aspects of young people's lives that make them similar and different to the young people of previous generations
- analyse older people's recollections of being a young person to determine the degree to which it is considered a positive developmental stage
- recognise the impact of globalisation on the identity of young people
- identify the relationship between successfully managing these developmental aspects and establishing good health
- think critically about how young people's priorities and values relate to their health by considering questions such as:
  - is health a priority for young people?
  - what would young people view as the indicators of good health?

**Teacher Note:** Students should be aware that these developmental aspects apply to all life stages. They should appreciate, however, that they are particularly relevant to young people due to the rapid change that characterises this stage. Each aspect should be presented as a personal challenge and a positive opportunity for personal growth.

- social factors that impact on the health of young people
  - socioeconomic status
  - employment
  - education
  - gender
  - ethnicity
  - Aboriginality
  - geographical location
  - sexual orientation.
  - peer influence

- analyse social data in order to understand the diverse nature of young people as a group
- propose explanations of how each social factor may impact on the health of young people.

### Do Australia's young people enjoy good health?

Students learn about:

- epidemiology of the health of young people
  - patterns of morbidity and mortality
  - comparisons of health status with that of other populations throughout the life span
  - exposure to risk factors for degenerative disease

Students learn to:

- analyse trend data and compare with that of other populations in order to identify the generally positive picture of the health of young people
- identify the current areas of ill health that are of greatest prevalence amongst young people
- think critically about the degree to which young people are exposed to multiple risk factors for illness that present in later life. Discuss questions such as:
  - to what extent are lack of education and a sense of impunity able to explain young people's exposure to risk factors?

**Teacher Note:** Students are required to study in detail **two** of the following areas of concern affecting the health of young people:

- stress and coping
- substance abuse
- violence
- risk taking and road injuries
- sexuality
- body image.

The selected areas should also be the focus for exploring focus question 3.

- stress and coping
  - negative perceptions of events and related emotions
  - depression
  - loss experiences
  - schizophrenia
  - self-harm
  - suicide
- substance abuse
  - over the counter drugs
  - prescription drugs
  - alcohol
  - tobacco
  - other drugs
- analyse the **two** selected areas in terms of
  - the general nature of the area
  - the extent of impact
  - the groups of young people most at risk
  - the major related social factors
- critically analyse a health promotion program designed to promote the health of young people related to each of the **two** areas of concern being investigated

- violence
  - bullying
  - sexual assault
  - sexual harassment
  - homophobic vilification
  - domestic abuse
- risk taking and road related injuries
  - motor vehicle accidents (driver, passengers, pedestrians and other road users)
  - negative risk taking behaviours, (eg speeding, drink driving)
- sexuality
  - sexual orientation
  - sexual exploration
  - sexual behaviour
  - pregnancy and parenting
  - abortion
  - HIV/AIDS
  - blood borne viruses (Hepatitis B and C)
  - sexually transmitted diseases
- body image
  - disordered eating patterns and eating disorders
  - obesity
  - muscle enhancement techniques, eg steroid use.
- investigate ways of improving health outcomes of young people in the **two** areas of concern in the context of examining the skills and actions identified in the next focus question.

### **What skills and actions enable young people to attain better health?**

Students learn about:

- building positive self-concepts
  - self-worth
  - healthy body image
  - self-efficacy in personal skills
- developing a sense of connectedness
  - connectedness with the community
  - positive interpersonal relationships
  - participation in community activities

Students learn to:

- analyse programs for young people aimed at enhancing self-concepts
- analyse policies and legislation that impact on the health of young people in terms of giving responsibility, encouraging participation and valuing their contribution
- evaluate the adequacy of opportunities available to young people to adopt leadership roles, develop citizenship or participate in community service

- promoting an acceptance and valuing of cultural diversity
- developing health literacy and accessing skills
- coping skills
  - seeing problems in perspective
  - positive thought habits
  - distancing and disengaging
  - developing a sense of purpose
  - recognising and rewarding personal success
- social problem-solving skills
  - arguing constructively
  - negotiation and compromise
  - conflict resolution
  - being empathic
- supportive networks
  - identifying the need for support
  - overcoming barriers to support
  - seeking help for self and others
  - receiving support
  - establishing a mentor relationship
- creating a sense of future
  - establishing a purpose
  - identifying challenges and opportunities
  - personal action
  - social action
- social action
  - supportive environments
  - access to health services
  - legislation and public policy
  - health promotion campaigns.
- predict the impact on health if there was greater acceptance of diversity
- argue the role of schools in developing health literacy in young people
- design a personal process for coping with stressful occurrences
- demonstrate how social problem-solving skills may be utilised in responding to a health issue of relevance to young people
- recognise indicators of when help is needed and strategies for seeking help
- think critically about the role those who work with young people have for promoting health, eg teachers, media personnel, sport and recreation personnel, youth workers, health personnel
- propose strategies to create a positive future for young people identifying what can be done by individuals and the wider community
- analyse social action targeting a health issue of relevance to young people in terms of its effectiveness in addressing the issue.

### **Suggested Assessment Strategies**

Critically analyse a range of information sources available to young people on a relevant health issue in terms of accessibility and reliability of information.

Analyse a health promotion program that actively involves young people in its implementation. Identify the level of success of the program and discuss reasons for this.

Design a campaign to raise awareness of the youth health services available in your local area.

Explain how the sociocultural circumstances of young people can impact on health status.

## 9.4 HSC Option 2: Sport and Physical Activity in Australian Society

*This module should occupy approximately 20% of total course time*

### Module Description

This option module is concerned with the sociocultural perspectives of sport and physical activity in Australian society. In this module, students investigate how the meanings given to sport and physical activity have changed over time and are different for different groups of people. Students explore how sport, as a major social institution in Australian society, is important in shaping people's values and beliefs about national identity, gender, sexuality and culture.

In this module, students investigate the following critical questions:

- How have meanings about sport and physical activity changed over time?
- What is the relationship between sport and national identity?
- How does the mass media contribute to people's understanding, values and beliefs about sport?
- How does the meaning of physical activity and sport vary for different cultural groups?
- What are the relationships between sport and physical activity and gender and sexuality?

This option module encourages students to critically analyse how sport both constructs and is produced in the context of particular social values and beliefs. Students discover that sports judged to be important and the kind of participation and participants that are supported are very much a product of the values and beliefs of a society at any one time in its history. Studying this module will assist students to become more critical consumers of media and other cultural messages about sport and physical activity.

### Outcomes

A student:

- H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts.

## How have meanings about sport and physical activity changed over time?

**Teacher Note:** This section should be treated as a general overview only. It serves as a foundation to further study in this option.

### Students learn about:

- The beginnings of modern sport in 19th century England
  - links with manliness, patriotism and character
  - the meaning of amateur and professional in Britain and colonial Australia
  - women's participation in games and sport in the 19th century and early 20th century
- the emergence of sport as a commodity
  - the development of professional sport
  - sport as big business
  - sponsorship and sport
  - athletes and advertising
  - the economics of the Olympics.

### Students learn to:

- compare the nature of sport of the 19th century with that of today. Students should consider questions such as:
  - how have the meanings of amateur and professional changed over time?
  - how did women's and men's sports participation differ and why?
  - how did the meanings associated with sport differ for different social groups?
  - is this the same today as it was in the 19th century and early 20th century?
- investigate case studies of various sports as they have adopted a business focus; identify the consequences associated with this change of direction.

## What is the relationship between sport and national identity?

### Students learn about:

- Australian sporting identity
  - national identity through sporting achievements
  - regional identity through sporting achievements, eg the values attached to sport by local communities
  - the social value of sport in Australia
  - government funding, eg the Australian Institute of Sport
  - politics and sports

### Students learn to:

- critically examine how sport has been used to promote an Australian national identity, eg America's Cup, Olympic coverage
- identify the instances when Australia has used sport for political purposes and evaluate the impact of this on the athletes and the Australian public, eg Moscow Olympics, apartheid boycotts

- nationalism and sport
  - the meaning of sport in different countries
  - the impact of the Olympics on the national identity of both large and small nations.
- evaluate and contrast the importance given to sport by different countries, eg China, USA, African countries; examine the contribution of the Olympics to each country's national identity
- analyse case studies to determine some of the negative consequences of the relationship between national identity and international competition, eg violence, cheating, drug use.

### **How does the mass media contribute to people's understanding, values and beliefs about sport?**

Students learn about:

Students learn to:

**Teacher Note:** Teachers should link the study of this question with the final question in this module, as the media plays a key role in helping sport to construct our understanding of gender.

- the relationship between sport and the mass media
  - the representation of sport in the print media, eg newspapers, magazines
  - sport and television
  - economic considerations of media coverage and sport
  - the production of media messages
- think critically about the impact of the mass media on sport by investigating questions such as:
  - who benefits and in what ways?
  - how does the media influence our understanding of an event and its outcome?
  - how does the mass media determine what we will read and see?
  -
- examine case studies of how sports have been changed to suit the needs of the media, eg changed uniforms to increase spectator appeal, rules, changes to increase the tempo, changing the time structure to accommodate advertising breaks
- deconstructing media messages, images and amount of coverage
  - differences in coverage for different sports across various print and electronic media
  - differences in the language and visual images for male as compared to female athletes.
- analyse the media's role in giving meanings to sport by considering questions such as:
  - how does the coverage given to particular sports reflect which sports are valued and which ones are not?
  - what metaphors are common in the presentation of sport, eg football as 'war'?
  - how do the words and images used to describe male and female athletes relate to traditionally narrow notions of being male or female?

### **How does the meaning of physical activity and sport vary for different cultural groups?**

Students learn about:

- the meaning of physical activity and sport to indigenous Australians
  - traditional activities and games
  - links between community, identity and sport
- meanings given to physical activity and sport by different cultural groups
  - the role of competition
  - links to cultural identity
  - relationships to 'health'
  - ways of thinking about the body.

Students learn to:

- investigate the nature and role of physical activity and games in the lives of indigenous Australians prior to colonisation. Identify the role of sport in establishing the identity of Aboriginal people
- research a range of physical activities or sports to determine why they have cultural significance for particular groups, eg:
  - what are the central values and ways of thinking about the body that different groups have for tai chi, the martial arts, various cultural dances?
  - how do opportunities for physical activity differ for girls from different cultural backgrounds and why?

### **What are the relationships between sport and physical activity and gender and sexuality?**

Students learn about:

- sport as a traditionally male domain
  - sport and the construction of masculinity
  - sport and the construction of femininity
  - implications for participation
  - sponsorship, policy and resourcing
  - the role of the media in constructing meanings around femininity and masculinity in sport
- challenges to the male domain, eg women in traditional male sports

Students learn to:

- apply an understanding about the social construction of gender to exploring the ways in which sport reinforces or challenges traditional narrow understandings of femininity and masculinity
- critically analyse the participation rates of males and females in a range of sports and offer explanations for any differences. Consider how some forms of activity have come to be traditionally associated with men and some with women.
- examine the debate that surrounds the entry of women into traditional male sports, eg boxing, rugby. Compare this with the introduction of men into traditional female sports, eg netball.

- sexuality and sport
  - the role of the media in constructing meanings related to sexuality
  - homophobia and sport.

### **Suggested Assessment Strategies**

Interview people of different ages and from different cultures about their experiences of physical activity and sport. Provide a report that links their experiences with research about the history of sport and the meaning of sport for different cultural groups.

Conduct a case study of a sport or physical activity outside of the mainstream of Australian sport, for example tai chi, skating or snowboarding, a martial art, a cultural dance form, ballroom/line dancing, women's rugby. How do the values and meanings associated with the activity compare or contrast with those associated with traditional Australian sports?

Calculate the amount of coverage given to different sports across several newspapers and/or television channels. Discuss what the results reveal about the values associated with different sports in terms of national identity, gender and sponsorship.

Collect data about the differences in coverage of men's and women's sport in the mass media and critically analyse the results in terms of the way traditional notions of masculinity and femininity are reproduced and/or challenged.

## 9.5 HSC Option 3: Sports Medicine

*This module should occupy approximately 20% of total course time*

### Module Description

This option module is concerned with the specific issues of prevention, assessment, management of and recovery from sports injury. In this module, students examine how the extent and intensity of sports participation relates to the incidence of sports injuries. They explore the range of technical and scientific approaches for maintaining the wellbeing of athletes.

In this module, students research, analyse and debate the merits of current sports medicine approaches. They also explore complex issues regarding returning to sport following injury.

In this module, students investigate the following critical questions:

- How are sports injuries classified and managed?
- How does sports medicine address the demands of specific athletes?
- What role do preventive actions play in enhancing the wellbeing of the athlete?
- How is recovery from injury managed?
- What ethical questions are raised by the increased use of sports medicine?

As a result of studying this module, students will be prepared to minimise their risk of injury in sports settings. It will also provide an introduction to the requirements for adopting productive support roles such as sports trainers. Schools wishing to offer an accredited Sports Medicine qualification could do so in the context of the study of this module.

### Outcomes

A student:

- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H13 Selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

### **How are sports injuries classified and managed?**

Students learn about:

- ways to classify sports injuries
  - direct
  - indirect
  - overuse
  - soft tissue
  - hard tissue
- soft tissue injuries
  - tears, sprains, contusions
  - inflammatory response
  - skin abrasion, laceration, blisters, calluses
- managing soft tissue injuries
  - RICER (Rest, Ice, Compression, Elevation, Referral)
  - immediate treatment of skin injuries
- hard tissue injuries
  - fractures
  - dislocation
- managing hard tissue injuries
  - immobilisation
  - medical treatment
- assessment of injuries
  - TOTAPS (Talk, Observe, Touch, Active movement, Passive movement, Skills test).

Students learn to:

- identify specific examples of injuries that reflect each of the classifications
- apply the RICER procedure to a range of soft tissue injuries
- discriminate between injuries that require immediate medical attention and those that do not
- perform assessment procedures to determine the nature and extent of injury in simulated scenarios.

### **How does sports medicine address the demands of specific athletes?**

Students learn about:

- children and young athletes
  - medical conditions (asthma, diabetes, epilepsy)
  - overuse injuries (stress fractures)
  - thermoregulation
  - matching of opponents (growth and development, skill level)
  - appropriateness of resistance training

Students learn to:

- analyse the implications of each of these considerations for the ways young people engage in sport and the way each condition is managed, considering questions such as:
  - should all children's sports be of a modified nature?
  - what does the literature say about the efficacy of resistance training for children?

- adult and aged athletes
  - heart conditions
  - fractures/bone density
  - flexibility/joint mobility
- female athletes
  - eating disorders
  - iron deficiency
  - bone density
  - pregnancy
  - menstruation.
- explain the sports participation options available for aged people with medical conditions
- critically analyse the degree to which iron deficiency and bone density affect participation in sport.

### **What role do preventive actions play in enhancing the wellbeing of the athlete?**

Students learn about:

- physical preparation
  - skill and technique
  - safe sporting movement
  - flexibility
  - endurance
  - strength
  - sport specific requirements
  - individual participant's needs
  - warm up, stretching and warm down
- sports policy and the sports environment
  - responsibilities of the club, school, sports administrator
  - rules of sports and activities
  - modified rules for children
  - even competition
  - grounds and facilities
- protective equipment
  - apparel and protective guards for head and neck, eyes, body, teeth and feet
  - safe court and field design
  - safe playing equipment

Students learn to:

- analyse injury statistics for specific sports in order to determine priority preventive strategies
- design and perform training and warm up routines that are appropriate to the needs of participants in a specific sport
- critically analyse school or junior sports policies and rules and equipment for mainstream junior sports to determine the degree to which they promote safe participation
- describe how specific forms of safety equipment are used correctly
- examine the barriers to the use of safety equipment in sports, discussing questions such as:
  - should athletes be able to choose the level of protective equipment they wear?

- thermoregulation
  - temperature regulation (convection, radiation, conduction, evaporation)
  - environmental conditions (temperature and humidity, cold and wind, cold water)
- describe how to support the body's temperature regulation mechanisms
- analyse climatic conditions in terms of their impact on safe sports participation

**Teacher Note:** Students should understand how the combination of heat and humidity or cold and wind increases the likelihood of hyperthermia and hypothermia respectively.

- taping and bandaging
  - preventive taping
  - taping for isolation of injury
  - bandaging for immediate treatment of injury.
- demonstrate taping and bandaging techniques with particular attention to taping the ankle.

### How is recovery from injury managed?

Students learn about:

- injury management procedures
  - progressive mobilisation
  - stretching
  - conditioning
  - total body fitness
  - training
  - taping
  - use of heat and cold
  - specific programs
- return to play
  - indicators of readiness to return to play (pain free, degree of mobility)
  - monitoring progress (pre-test and post-test)
  - taping
  - specific warm-up procedures
  - progressive involvement.

Students learn to:

- perform specific management techniques where appropriate, eg how to apply heat and cold
- discuss the current theories on the use of heat and cold to manage injuries
- design skill and other physical tests that could be used to indicate readiness to return to play in particular sports.

## What ethical questions are raised by the increased use of sports medicine?

Students learn about:

- playing with injury
  - pressure to participate
  - the role of the coach and sports medicine practitioner
  
- use of drugs
  - for strength (human growth hormone, anabolic steroids)
  - for aerobic performance (EPO)
  - to mask other drugs (diuretics, alcohol)
  - drug testing.

Students learn to:

- critically examine policies that regulate the timing of return to play, eg return to boxing after a knockout, considering questions such as:
  - why aren't such policies applied universally to all sports?
  
- debate issues such as:
  - who should have ultimate responsibility for deciding if an athlete competes?
  - should athletes be allowed to use painkillers in order to compete with an injury?
  
- debate the arguments for and against the use of performance enhancing drugs from an ethical perspective
  
- argue issues related to drug testing such as:
  - at what level of competition should drug testing be introduced?
  - what types of drugs should be tested for?
  - what are the pros and cons of drug testing?
  - what should be the consequences of drug use?

**Teacher Note:** Students need only a general understanding of the performance-related effects of drugs. They should have a clear understanding of the dangers associated with the use of these drugs.

### **Suggested Assessment Strategies**

Perform a demonstration of correct taping and bandaging techniques to a range of sports injuries.

Develop a set of principles for the safe participation of children in sport. Justify the effectiveness of the principles for dealing with the major forms of injuries experienced by this group.

Prepare a written report on how sports injuries are classified and detail the procedures to be used when managing one particular type of injury.

Outline the problems that activities, such as triathlons, present in terms of sports injuries and identify procedures that can be adopted to prevent these injuries.

## 9.6 HSC Option 4: Improving Performance

*This module should occupy approximately 20% of total course time*

### Module Description

This option module builds upon understanding developed in the HSC core module Factors Affecting Performance. In this module, students pay particular attention to approaches for the physiological and psychological preparation of athletes. Students will experience and analyse a variety of training methods and investigate the application of these methods to specific events. The impact of competition on performance and the considerations for a coach seeking to improve the performance of athletes are also examined.

In this module, students investigate the following critical questions:

- How do athletes train for improved performance?
- How does competition affect performance?
- What are the coaching considerations for improving performance?

This module provides students with knowledge and skills necessary to improve their performance as well as enabling them to apply the concepts to various coaching contexts.

### Outcomes

A student:

- H7 explains the relationship between physiology and movement potential
- H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity
- H9 explains how movement skill is acquired and appraised
- H10 designs and implements training plans to improve performance
- H11 designs psychological strategies and nutritional plans in response to individual performance needs
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts
- H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation.

## How do athletes train for improved performance?

**Teacher Note:** Students should be provided with opportunities to apply the concepts dealt with here through practical laboratory experiences.

This section should be dealt with in enough detail to enable students to apply the concepts to training for a variety of events.

### Students learn about:

- training for strength
  - exercise design for major muscle groups
  - types of resistance training (isotonic, isometric, isokinetic)
  - overload techniques, eg forced repetitions, pyramid sets
- training for power and speed
  - effects of training on the anaerobic energy system
  - power and speed development
  - resistance training for power and speed events
  - plyometric training
- training for endurance
  - effects of training on the aerobic energy system
  - resistance training for endurance events
  - measuring training effect (Max VO<sub>2</sub>)
- training for flexibility
  - types of flexibility training and the specifics of performance
  - contraindications for flexibility training

### Students learn to:

- examine the key features of each form of resistance training
- design a resistance training program to improve power and speed and endurance. Highlight the important features of each program by investigating recommended:
  - number of sets
  - number of repetitions
  - weight
- compare the value of plyometric training with that of other power training approaches
- understand the effects of training on the aerobic and anaerobic energy systems
- examine Max VO<sub>2</sub> test results by participating in a test designed for this purpose. What do the results explain about endurance performance?
- design and implement a flexibility training session
- examine various forms of flexibility training by considering questions such as:
  - which type of flexibility training is best suited to specific events?
  - what are the contraindications of the different forms of flexibility training?

- training for skill and improvement
  - variety of practices/drills
  - analysis of technique, eg video analysis, observation skills
  - technique correction.
- plan skills practice for a specific activity and present them in a small-group skill development session
- examine case studies of training methods of elite performers by investigating questions such as:
  - how do performers in similar events vary in their training?
  - how do the specific requirements of an event influence training?

### **How does competition affect performance?**

Students learn about:

- phases of competition
  - pre, in and post season preparation
  - peaking for performance
  - tapering
- dietary considerations
  - pre, during and post performance
  - dietary supplements
  - hydration and fluid replacement
  - gender considerations, eg calcium and iron for females
- environmental considerations
  - altitude
  - acclimatisation
- psychological preparation
  - the role and use of sports psychologists
  - relaxation techniques.

Students learn to:

- design and present a training session related to a particular phase of competition
- examine case studies of performers by investigating:
  - pre, during and post performance diet
  - fluid replacement requirements
  - psychological preparation for competition
- consider the impact that competing at high altitude or changed climatic conditions has on preparation and performance.

## What are the coaching considerations for improving performance?

**Teacher Note:** Students should be provided with opportunities to apply the concepts dealt with in this section in a variety of coaching contexts.

### Students learn about:

- establishing training programs
  - determined by phases of competition
  - linked to long-term training plans, eg year, season
  - designed to optimise the performance of athletes, eg individual, team
  - data gathering and analysis of training and performance
- elements of a training session
  - providing an overview of session to athletes
  - warm up
  - skill instruction
  - skill practise
  - conditioning
  - warm down
  - evaluation
  - health and safety considerations, eg safe facilities/equipment, minimise injury risk
- overtraining
  - amount and intensity of training
  - physiological considerations, eg lethargy, injury
  - psychological considerations, eg loss of motivation
- the use of technology
  - training innovation, eg tackle suits, sprinting sled
  - video analysis of performance
  - data gathering and analysis.

### Students learn to:

- develop a training program for an individual or team event
- design a training session for a specific event; use the session to coach a small group; evaluate the training session by considering questions such as:
  - did the activities match the abilities of the group?
  - what was the reaction of the group to the training session?
  - how should the training session be modified?
- think critically about questions related to overtraining such as:
  - how much training is too much?
  - how do you identify an overtrained athlete?
  - what do you do if you identify an overtrained athlete?
- consider how technology has influenced the coach's role in improving the performance of athletes.

### **Suggested Assessment Strategies**

Consider case studies of two elite athletes in the same sport. Analyse their physiological and psychological training methods. Highlight similarities and differences in their approaches.

Critically analyse two articles about different methods of resistance training. Outline the methods presented, their advantages and limitations. Indicate the method you consider would be most effective, providing reasons for your choice.

Design and implement a training session for a team that has just begun its competitive season.

Prepare an oral presentation that highlights the key aspects of altitude training.

## 9.7 HSC Option 5: Equity and Health

*This module should occupy approximately 20% of total course time*

### Module Description

This option module is concerned with the achievement of health for all and the actions necessary to realise this goal. In this module, students build upon their understanding of equity and social justice introduced in the core module Health Priorities in Australia. They examine the populations that experience health inequities and critically analyse social, cultural, economic and political factors that impact on the health status of these populations. Students think critically in order to discern actions that work towards reducing the gap in health status between populations.

As the major focus of this module, students conduct an examination of two populations experiencing significant health inequities: Aboriginal and Torres Strait Island people and people living in rural and remote communities.

In this module, students investigate the following critical questions:

- Why do inequities exist in the health of Australians?
- How may the gap in health status of populations be bridged?
- What inequities are experienced by Aboriginal and Torres Strait Islander people and rural and remote communities?

### Outcomes

A student:

- H1 describes the nature, and justifies the choice, of Australia's health priorities
- H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk
- H3 analyses the determinants of health and health inequities
- H4 argues the case for the new public health approach to health promotion
- H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia's health priorities
- H14 argues the benefits of health-promoting actions and choices that promote social justice
- H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all
- H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts.

### **Why do inequities exist in the health of Australians?**

Students learn about:

- social justice principles
  - diversity
  - equity
  - supportive environments
  
- factors that create health inequities
  - living conditions
  - socioeconomic status
  - occupation
  - access to and level of education
  - access to health care
  - government economic and social policies
  - geographic location
  - racism
  - discrimination
  - gender.

Students learn to:

- think critically about questions such as:
  - what are the attitudes about diversity within Australia that either promote health or act as barriers to health?
  - is equity about opportunity or equal outcome?
  - how does social and political decision-making impact on supportive environments for health?
  
- identify, in general terms, how these factors contribute to the inequities experienced by a range of populations
  
- recognise the potential for populations to be exposed to multiple social risk factors contributing to health inequities and the implications for managing the inequities
  
- recognise that populations are not homogeneous groups and that there will be those particularly at risk within a population.

### **How may the gap in health status of populations be bridged?**

Students learn about:

- funding to improve health
  - general funding for health
  - funding for specific populations
  - limited resources
  - accountability and outcomes

Students learn to:

- think critically about the issues that influence health funding by considering questions such as:
  - does funding solve inequities?
  - will improving the health of all Australians reduce the gap?
  - should funding go where there is the greatest chance of success or to the area of greatest need? Is it possible to do both?

- actions that improve health
  - enabling (using knowledge and skills for change)
  - mediating (working to bring about consensus and to manage conflict)
  - advocating (speaking up for specific groups, their needs and concerns)
- a social justice framework for addressing health inequities
  - strengthening individuals in disadvantaged circumstances
  - strengthening disadvantaged communities
  - improving access to essential facilities and services
  - encouraging economic and cultural change
- characteristics of effective strategies
  - move towards equity
  - working with the target group in program design and implementation
  - ensuring cultural relevance and appropriateness
  - ensuring the credibility of those delivering the strategy
  - providing practical assistance to allow people to participate
  - focusing on skills, education and prevention
  - impact on social factors and infrastructures
  - target settings of relevance to the population concerned
  - support the whole population while directing extra resources to those in high risk groups
  - intersectoral collaboration, with all groups informed of how their contribution assists the overall goal.
- explain the essential nature of enabling, mediating and advocating processes when working for sustainable improvements for disadvantaged groups
- apply the suggested social justice framework to the development of a plan to address the causal factors of an example of inequity
- distinguish those characteristics that contribute to the sustainability of health strategies
- analyse the characteristics of a specific health-promotion strategy in order to predict its potential for success.

## What inequities are experienced by Aboriginal and Torres Strait Islander people and rural and remote communities?

**Teacher Note:** Students are to conduct a critical investigation of the health of both:

- Aboriginal and Torres Strait Islander people
- rural and remote communities

Students learn about:

- epidemiology and areas of inequity
- significant factors influencing the health of Aboriginal and Torres Strait Islander people
- significant factors influencing the health of rural and remote communities

Students learn to:

- analyse trend data to determine areas of inequity and the degree to which the gap is reducing or increasing
- analyse the impact on health of:
  - poor living conditions
  - poverty
  - unemployment
  - education standards
  - colonisation
  - dispossession
  - discrimination
  - maintaining culture
  - importance of land
  - funding not commensurate with need
  - hospitalisation rate indicating failure of other levels of health system
  - traditional understanding about health
- analyse the impact on health of:
  - geographic and social isolation
  - exposure to drought, flood and fires
  - access to services
  - lack of infrastructure
  - structural factors (economic resources, education, living conditions, working conditions, social support)
  - occupational hazards
  - unemployment
  - education
  - attitudes towards illness
  - barriers to using health services, eg confidentiality

- |                                                                                                                          |                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• settings for health promotion</li><li>• initiatives that show promise.</li></ul> | <ul style="list-style-type: none"><li>• critically analyse the social structures for each population to determine the most appropriate settings for health promotion</li><li>• analyse health promotion initiatives targeting inequities in each population in terms of current success or potential for success.</li></ul> |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **Suggested Assessment Strategies**

Prepare a critique of the major factors contributing to a particular health inequity.

Conduct a comparative study of the inequities experienced by two different groups.

Analyse the appropriateness of a current health promotion strategy targeting a particular health inequity.

Formulate a set of recommendations for future directions in addressing the health inequities of a particular group.

Describe how a commitment to social justice impacts on decision-making related to health and the allocation of health resources.

## **10 Course Requirements**

The *PDHPE Stage 6 Syllabus* includes a Preliminary course of 120 hours (indicative time) and a HSC course of 120 hours (indicative time).

There is no prerequisite for the Preliminary course. Completion of the Preliminary course is a prerequisite to study of the HSC course.

## 11 Post-school Opportunities

The study of PDHPE Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of PDHPE Stage 6 assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

### 11.1 Recognition of Student Achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations (RTOs).

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework.

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the Australian Qualifications Framework (AQF). Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website ([www.ntis.gov.au](http://www.ntis.gov.au)).

#### Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of PDHPE in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of PDHPE Stage 6. This information can be found on the TAFE NSW website ([www.tafensw.edu.au/mchoice](http://www.tafensw.edu.au/mchoice)).

#### Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in PDHPE Stage 6 so that the degree of recognition available can be determined.

## 12 Assessment and Reporting

### PLEASE NOTE

The assessment and HSC examination requirements detailed in this syllabus refer to the 2009 HSC. New *Assessment and Reporting* information will apply to this syllabus for the 2010 HSC and beyond.

### 12.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

*Assessment* is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

*Reporting* refers to the Higher School Certificate documents received by students that are used by the Board to report both the internal and external measures of achievement.

#### **NSW Higher School Certificate results will be based on:**

- **an assessment mark** submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examinations.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessment and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examinations and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

#### **Standards Referencing and the HSC Examination**

The Board of Studies will adopt a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate examination.

The standards in the HSC are:

- the knowledge, skills and understanding expected to be learned by students – the *syllabus standards*
- the levels of achievement of the knowledge, skills and understanding – the *performance standards*.

Both *syllabus standards* and *performance standards* are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learned and how well it is to be achieved.

Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students' achievement on assessment and examination tasks.

## 12.2 Internal Assessment

The internal assessment mark submitted by the school will provide a summation of each student's achievements measured at points throughout the course. It should reflect the rank order of students and relative differences between students' achievements.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone.

The assessment components, weightings and task requirements to be applied to internal assessment are identified on page 92. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

## 12.3 External Examinations

In PDHPE Stage 6, the external examination includes a 3 hour written paper for external marking. The specifications for the examination in PDHPE Stage 6 are on page 93.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

## **12.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses**

For each course, the Board requires schools to submit an assessment mark for each candidate.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.

The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components, weightings and types of tasks specified in the table on page 94.

Schools are required to develop an internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school must also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students
- ensure that students are aware that they can collect their Rank Order Advice at the end of the external examinations at their school.

## 12.5 Assessment Components, Weightings and Tasks

Assessment should include a range of tasks.

### Preliminary Course

The suggested components, weightings and tasks for the Preliminary course are set out below.

Component	Weighting	Tasks
Core Module One	10	Tasks include: <ul style="list-style-type: none"> <li>• laboratory reports</li> <li>• debates</li> <li>• oral presentations</li> <li>• research reports</li> <li>• practical performances to demonstrate theoretical understanding</li> <li>• examinations / tests</li> </ul>
Core Module Two	35	
Core Module Three	25	
Option Module One	15	
Option Module Two	15	
<b>Marks</b>	<b>100</b>	

There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content; and
- skills outcomes and course content.

### HSC Course

The internal assessment mark for PDHPE Stage 6 is to be based on the HSC course only. Final assessment should be based on a range and balance of assessment instruments.

Component	Weighting	Tasks
Core Module One	30	Tasks include: <ul style="list-style-type: none"> <li>• laboratory reports</li> <li>• debates</li> <li>• oral presentations</li> <li>• research reports</li> <li>• practical performances to demonstrate theoretical understanding</li> <li>• examinations/tests (up to a maximum 50% weighting).</li> </ul>
Core Module Two	30	
Option Module One	20	
Option Module Two	20	
<b>Marks</b>	<b>100</b>	

There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content; and
- skills outcomes and content.

One task may be used to assess several components. It is suggested that 3–5 tasks are sufficient to assess the HSC course outcomes.

## **12.6 HSC External Examination Specifications**

Time allowed: Three hours (plus 5 minutes reading time).

### **Section I Core (60 marks)**

#### **Part A (20 marks)**

- There will be TWENTY multiple-choice questions.
- All questions will be compulsory.
- All questions will be of equal value.
- Questions will be based on the two HSC core modules.

#### **Part B (40 marks)**

- There will be TWO questions: one on each of the HSC core modules. Each question may consist of several parts.
- Both questions will be of equal value.
- Both questions will be compulsory.

### **Section II Options (40 marks)**

- There will be FIVE questions: one on each of the five HSC options. Each question may consist of several parts.
- All questions will be of equal value.
- Candidates must attempt TWO questions.

## 12.7 Summary of Internal and External Assessment

External Assessment	Weighting	Internal Assessment	Weighting
A written examination consisting of: Core <ul style="list-style-type: none"> <li>• <i>multiple-choice questions</i></li> <li>• <i>short answer questions and/or</i></li> <li>• <i>extended response questions</i></li> </ul>	60	Core knowledge, understanding and skills specified in the content areas of the core modules  At least 50% of the overall assessment scheme must be weighted to non-examination type tasks	60
Option One <ul style="list-style-type: none"> <li>• <i>short answer questions and/or</i></li> <li>• <i>extended response questions</i></li> </ul>	20	Option One	20
Option Two <ul style="list-style-type: none"> <li>• <i>short answer questions and/or</i></li> <li>• <i>extended response questions</i></li> </ul>	20	Option Two  <i>When assessing Options One and Two, the overall requirement that a minimum of 50% of assessment weighting be for non-examination type tasks must be considered</i>	20
	100		100

## 12.8 Reporting Student Performance against Standards

Student performance in an HSC course will be reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an internal assessment mark and an examination mark.

Each band on the performance scale (except for band 1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks will be determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

## 13 Glossary

<b>advocacy</b>	A combination of individual and social actions aimed at gaining support and commitment for a particular goal or program
<b>blood borne viruses</b>	Used to refer to Hepatitis B and C
<b>critical approach</b>	This question-based approach to the study of PDHPE involves proposing a range of solutions to the problems being studied. It may involve consideration of alternatives to practices that have been accepted or in place for extended periods of time
<b>determinants of health</b>	The range of personal, social, economic and environmental factors that determine the health status of individuals and populations
<b>dispossession</b>	The removal of possessions, particularly land.
<b>enabling</b>	Action in partnership with individuals and groups, providing resources and support to empower them to promote and protect their health
<b>EPO</b>	The drug epoetin is a synthetic version of human erythropoietin (EPO). The drug stimulates the bone marrow to produce red blood cells. It is considered as blood doping and its use is banned in sports
<b>equity</b>	Equity means that resources are allocated in accordance with the needs of individuals and populations with the desired goal of equality of outcomes
<b>FITT Principle</b>	A framework for developing fitness programs that emphasise the variables Frequency, Intensity, Type of exercise and Time or duration of exercise
<b>health</b>	A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity
<b>health literacy</b>	The ability to understand and interpret health information and services and utilise this information in ways that promote and maintain good health
<b>health promotion</b>	The process of enabling people to increase control over and to improve their health
<b>health status</b>	The health of an individual or population measured against an identifiable standard
<b>intersectoral collaboration</b>	Different sectors of society work together in a coordinated manner in order to tackle a particular issue or achieve an agreed outcome. The combined effort is more effective and the outcome more sustainable than the health sector working in isolation
<b>Jakarta Declaration</b>	The declaration resulted from the World Health Organisation's 4 <sup>th</sup> International Conference on Health Promotion. The declaration raises new health challenges, affirms the Ottawa Charter action areas and establishes the following priorities: <ul style="list-style-type: none"><li>– promote social responsibility for health</li><li>– increase investments for health development</li><li>– consolidate and expand partnerships for health</li><li>– increase community capacity and empower the individual</li><li>– secure an infrastructure for health promotion.</li></ul>

<b>mediation</b>	The process of bringing different interests and parties together to a point of accepting solutions that promote health
<b>new public health</b>	A model of health recognising the dual role of lifestyle and living conditions as determinants of health status. It involves establishing programs, policies and services that create environments that support health
<b>Ottawa Charter</b>	<p>The charter represents the views of the World Health Organisation's First International Conference on Health Promotion. It outlines prerequisites of health and the importance of enabling, mediating and advocating for health. It outlines 5 essential actions for health promotion:</p> <ul style="list-style-type: none"><li>– build healthy public policy</li><li>– create supportive environments</li><li>– strengthen community action</li><li>– develop personal skills</li><li>– reorient health services</li></ul>
<b>PNF</b>	Proprioceptive Neuromuscular Functioning is a form of flexibility training. It involves a phase of pushing away from the direction of stretch against resistance. This is followed by a period of relaxation with gentle reversing of the resistance to push along the line of stretch increasing the stretch beyond its normal range
<b>reorienting health services</b>	Moving the focus of the health sector towards health promotion, prevention and supporting the wellbeing of the whole person to complement traditional roles of diagnosis, treatment and rehabilitation. The health sector is encouraged to also adopt a key role in coordinating other sectors to work for health
<b>resilience</b>	The process and capacity that allows individuals to successfully adapt to challenges in their lives. Resilience is related to the development of personal life skills, such as social problem-solving, assertiveness, negotiation, social support accessing skills and a sense of connectedness
<b>settings</b>	Places or social contexts at which populations engage in daily life. These settings present as potential sites for health-promotion activity that targets the relevant populations
<b>social action</b>	Deliberate activity that is aimed at enhancing the wellbeing of others and oneself. Based on the theory that the nature of society is a product of individuals acting collectively. In the school setting this may include, for example, students participating in decision-making, developing peer support networks, or promoting drug free lifestyles
<b>social construct</b>	A concept that has meaning and shared understandings based on people's ways of seeing, interpreting, interrelating and interacting

<b>social justice</b>	A value that favours measures that aim at decreasing or eliminating inequity; promoting inclusiveness of diversity; and establishing environments that are supportive of all people
<b>sociocultural</b>	Related to social and cultural factors that impact on health and physical activity issues.
<b>strategic non-intervention</b>	The deliberate decision to monitor rather than intervene when people are faced with a challenge or problem. This allows for the development of resourcefulness, problem-solving skills and personal growth
<b>supportive environments</b>	The places people live, work and play that protect people from threats to health and that increase their ability to make health-promoting choices.
<b>trait and state anxiety</b>	One's normal disposition to be anxious generally (trait) vs one's level of anxiety in a particular situation (state)