Personal Development, Health and Physical Education

Stage 6 Syllabus
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

- **Stages 1–3**
  PDHPE Years K–6

- **Stages 4–5**
  PDHPE Years 7–10

- **Stage 5**
  PDHPE Generic Life Skills Course (for students with special education needs)

- **Stage 6**
  Stage 6 PDHPE Life Skills Course (for students with special education needs)
  Stage 6 PDHPE Years 11–12

**Workplace**  **University**  **TAFE**  **Other**
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 two core modules representing 60% of course time. An options component representing 40% 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.

<table>
<thead>
<tr>
<th>Preliminary Course</th>
<th>HSC Course</th>
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<tbody>
<tr>
<td><strong>Core Strands (60% total)</strong></td>
<td><strong>Core Strands (60% total)</strong></td>
</tr>
<tr>
<td>• Better Health for Individuals (30%)</td>
<td>• Health Priorities in Australia (30%)</td>
</tr>
<tr>
<td>• The Body in Motion (30%)</td>
<td>• Factors Affecting Performance (30%)</td>
</tr>
<tr>
<td><strong>Options (40% total)</strong></td>
<td><strong>Options (40% total)</strong></td>
</tr>
<tr>
<td>Select two of the following options:</td>
<td>Select two of the following options:</td>
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<tr>
<td>• First Aid (20%)</td>
<td>• The Health of Young People (20%)</td>
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<tr>
<td>• Composition and Performance (20%)</td>
<td>• Sport and Physical Activity in Australian Society (20%)</td>
</tr>
<tr>
<td>• Fitness Choices (20%)</td>
<td>• Sports Medicine (20%)</td>
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<tr>
<td>• Outdoor Recreation (20%)</td>
<td>• Improving Performance (20%)</td>
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<td></td>
<td>• Equity and Health (20%)</td>
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6.2 Module Structure

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

<table>
<thead>
<tr>
<th>Core or Option Number and Title</th>
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<tbody>
<tr>
<td>The module title and the percentage of course time is indicated.</td>
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<table>
<thead>
<tr>
<th>Description</th>
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<tr>
<td>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.</td>
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<tr>
<th>Outcomes</th>
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<tr>
<td>The course outcomes that students work towards in the context of the module are listed.</td>
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<tr>
<th>Students learn about...</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<th>Students learn to...</th>
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<tr>
<td>This section describes what students learn to do as a result of engaging with the subject matter.</td>
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<tr>
<th>Teacher note</th>
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<tr>
<td>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.</td>
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<tr>
<th>Suggested Assessment Strategies</th>
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<tr>
<td>This section provides examples of assessment strategies appropriate for assessing the relevant syllabus outcomes.</td>
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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.