

## Scope and Sequence: HSC PDHPE 2021-2022

Year 12	1	2	3	4	5	6	7	8	9	10	
<b>Term 4</b> <b>2021</b> <b>10 weeks</b>	<b>Factors Affecting Performance (Core 2)</b> <b>Module Description</b> 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, nutrition and recovery strategies to performance. In this module, students investigate the following critical questions: <ul style="list-style-type: none"> <li>• How does training impact on performance?</li> <li>• How does psychology affect performance?</li> <li>• How can nutrition and recovery strategies affect performance?</li> <li>• How does the acquisition of skills impact on performance?</li> </ul> <b>Outcomes: H7, H8, H9, H10, H11, H16, H17</b> <b>Skills</b> <ul style="list-style-type: none"> <li>- Collecting, analysing and organising information through 'Cornell Note' taking</li> <li>- Communicating ideas and information including the demonstration of ideas through movement</li> <li>- Using mathematical ideas and techniques 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.</li> <li>- Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in producing reports and practice extended / short answer responses under time conditions with reference to markers comments and develop multiple choice techniques.</li> <li>- Use technology to research and create an education video</li> <li>- Students will also have opportunities to design a suitable plan for teaching beginners to acquire a skill through to mastery.</li> </ul>									<b>Core 2:</b> <b>Flipped Learning Video</b> <b>H7, H8, H16</b>	
	1	2	3	4	5	6	7	8	9	10	11
<b>Term 1</b> <b>2022</b> <b>11 weeks</b>	<b>Health of all Australians (Core 1)</b> This compulsory module examines the health status of Australians and investigates, in depth, the current health priority issues in Australia. Students identify and justify the choice of priority issues and examine the roles that the health system and health promotion play in achieving better health for all Australians. In this module, students investigate the following critical questions: <ul style="list-style-type: none"> <li>• How are priority issues for Australia's health identified?</li> <li>• What are the priority issues for Australian's health?</li> <li>• What role do health care facilities and services play in achieving better health for all Australians</li> <li>• What actions are needed to address Australia's health priorities.</li> </ul> <b>Outcomes: H1, H2, H3, H4, H5, H14, H15, H16</b> <b>Skills</b> <ul style="list-style-type: none"> <li>- Collecting, analysing and organising information to interpret a range of data and monitor the effectiveness of health policies and programs.</li> <li>- Planning and organising activities, such as setting goals for improved personal health, strategic planning for preventive health action and designing health promotion strategies.</li> <li>- Using mathematical ideas and techniques to develop basic mathematical concepts in the interpretation of trend data related to epidemiology.</li> <li>- Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in investigating reports, evaluating health care and writing extended / short answer responses under times conditions with reference to markers comments and develop multiple choice techniques.</li> <li>- Students will also have opportunities to argue the benefits of health promotion and create infographics.</li> <li>- Collecting, analysing and organising information through 'Cornell Note' taking</li> <li>- Develop a portfolio that will be used as a study resource as you approach your HSC Exams. The portfolio will require the following skills: Graph/Table interpretations, using ICT skills to create Infographics, peer critiquing exam responses and critically analysing the Ottawa Charter.</li> </ul>									<b>Core 1</b> <b>Portfolio Task</b>  <b>H1, H2, H4, H5, H16</b>	

	1	2	3	4	5	6	7	8	9	10						
<b>Term 2</b> <b>2022</b> <b>10</b> <b>weeks</b>	<b>Sports Medicine (Option 3)</b> 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 issues regarding returning to play following injury. In this module, students investigate the following critical questions: <ul style="list-style-type: none"> <li>• How are sports injuries classified and managed?</li> <li>• How does sport medicine address the specific needs of athletes?</li> <li>• What role do preventative actions play in enhancing the wellbeing of athletes?</li> <li>• How is injury rehabilitation managed?</li> </ul> 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. <b>Outcomes: H8, H13, H16, H17</b> <b>Skills</b> <ul style="list-style-type: none"> <li>- Collecting, analysing and organising information: students examine how the extent and intensity of sports participation relates to the incidence of sports injuries.</li> <li>- Using technology to research and investigate technologies related to sports medicine</li> <li>- Solving problems: requires students to examine options and consider ethical dimensions related to returning to play</li> <li>- Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in investigating reports and writing extended responses under time conditions with reference to markers comments.</li> <li>- Students will perform assessment procedures to determine the nature and extent of injury in simulated scenarios</li> </ul>					<b>Option 3: Sports Medicine - Case Study</b>  <b>H8, H9, H10, H16, H17</b>					<b>Improving Performance (Option)</b> Module Description In this module, students investigate approaches to the physiological preparation and skill development of athletes. Students will experience and analyse a variety of training methods and look at the application of these methods to improving performance. The effects of planning on performance and ethical considerations relating to improving athletes' performance are also examined. In this module, students investigate the following critical questions: <ul style="list-style-type: none"> <li>• How do athletes train for improved performance</li> <li>• What are the planning considerations for improved performance?</li> <li>• What ethical issues are related to improved performance?</li> </ul> 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. <b>Outcomes: H7, H8, H9, H10, H16, H17</b> <b>Skills</b> <ul style="list-style-type: none"> <li>- Develop and justify a periodisation chart of the fitness and skill-specific requirements of a particular sport</li> <li>- Working with others and in teams: integrate coaching experiences that further develop the capacity to work with others.</li> <li>- Students have opportunities to work independently and collaboratively to reflect, refine and strengthen their own skills in arguing issues related to drug testing and writing extended responses under time conditions with reference to markers comments</li> </ul>					<b>Trial Examination Revision</b>
	<b>Term 3</b> <b>2022</b> <b>10</b> <b>weeks</b>		<b>Trial HSC Examination</b> <b>Outcomes: H3, H6, H11, H12, H13, H14, H15</b>			<b>Continue Improving Performance (Option)</b> Module Description In this module, students investigate approaches to the physiological preparation and skill development of athletes. Students will experience and analyse a variety of training methods and look at the application of these methods to improving performance. The effects of planning on performance and ethical considerations relating to improving athletes' performance are also examined. <b>Outcomes: H7, H8, H9, H10, H16, H17</b>			<b>HSC Examination Preparation and Revision</b> <ul style="list-style-type: none"> <li>- Practical Experiments</li> <li>- Practise papers</li> <li>- Timed responses</li> <li>- Past HSC questions with reference to marker comments.</li> <li>- Peer marking</li> <li>- Revision activities, graphic organisers, group work and note-making</li> </ul> Revision of key concepts from <b>Core 2, Core 1, Sports Medicine, Improving Performance</b>							

