

Personal Development, Health, Physical Education

Course Index

Community and Family Studies

COURSE DETAILS

Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Community and Family Studies can have a direct and positive influence on the quality of students' lives both now and in the future. During the school years, students are confronted with an awareness of their emerging identity as young women and young men.

Community and Family Studies investigates the unique contributions of individuals, groups, families and communities in the development of effective social structures. It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities, they have in contributing to society.

Community and Family Studies explores life issues that are important to all young people and of equal relevance to female and male students. The topics investigated and the emphasis on research ensures a course that is attractive to many students, with the capacity to challenge and extend all students ability levels.

AIMS

Community and Family Studies aims to develop in each student an ability to manage resources and take action to support the needs of individuals, groups, families and communities in Australian society.

YEAR 11 COURSE OUTCOMES (from NESA)

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 account for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision making
- 7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- 7.2 develops a sense of responsibility for the wellbeing of themselves and others
- 7.3 appreciates the value of resource management in response to change
- 7.4 values the place of management in coping with a variety of role expectations

TOPICS COVERED

Year 11 Course

- Resource Management 20% of course time
- Individuals and Groups 40% of course time
- Families and Communities 40% of course time

Year 12 Course

- Research Methodology 25% of course time
- Groups in Context 25% of course time
- Parenting and Caring 25% of course time

One option (25% of course time) is selected from the following:

- Family and Societal Interactions
- Social Impact of Technology
- Individuals and Work

ASSESSMENT

Assessment strategies may include:

- Examinations
- Take home research tasks
- Group work
- Caring for baby
- Spoken presentation

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Counsellor
- Psychologist
- Teacher
- Nurse
- Researcher
- Social Worker

Exploring Early Childhood

COURSE DETAILS

Hours	120 or 240 hours
Type	Board Endorsed Course
Duration	1 or 2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	No
ATAR	No
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Students of Exploring Early Childhood bring a range of K-10 and other life experiences as background to their study. The Content Endorsed Course structure enables the selection of modules that recognise and build upon students' knowledge, understanding and skills through further and more in-depth study of this area.

The Exploring Early Childhood course aims to give students an overview of development and related issues within an early childhood context. It provides the opportunity to consider a range of issues in relation to the individual student, their family and the community. As well as reflecting on the personal relevance of childhood issues, students are encouraged to consider the implications for future interactions with children, be these as a parent, friend, carer or educator.

Children and childhood are examined from a multidisciplinary perspective and students have opportunities to link theory and practice.

AIMS

Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.

COURSE OUTCOMES (from NESAs)

- analyses prenatal issues that have an impact on development
- examines major physical, social-emotional, behavioural, cognitive and language development of young children
- examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- analyses the ways in which family, community and culture influence growth and development of young children
- examines the implications for growth and development when a child has special needs
- analyses issues relating to the appropriateness of a range of services for different families
- critically examines factors that influence the social world of young children
- explains the importance of diversity as a positive issue for children and their families
- analyses the role of a range of environmental factors that have an impact on the lives of young children
- examines strategies that promote safe environments
- evaluates strategies that encourage positive behaviour in young children
- demonstrates appropriate communication skills with children and/or adults
- interacts appropriately with children and adults from a wide range of cultural backgrounds
- demonstrates appropriate strategies to resolve group conflict
- analyses and compares information from a variety of sources to develop an understanding of child growth and development
- demonstrates an understanding of decision-making processes
- critically examines all issues including beliefs and values that may influence interactions with others

TOPICS COVERED

The core studies are compulsory. There are three parts to the core:

Part A: Pregnancy and Childbirth (15 hrs)

Part B: Child Growth and Development (20 hrs)

Part C: Promoting Positive Behaviour (10 hrs)

The following optional course modules are included in this document:

- Learning Experiences for Young Children
- Play and the Developing Child
- Starting School
- Gender and Young Children
- Children and Change
- Children of Aboriginal and Torres Strait Islander Communities
- Historical and Cultural Contexts of Childhood
- The Children's Services Industry
- Young Children and Media
- Young Children and the Law
- Children's Literature
- Food and Nutrition
- Child Health and Safety
- Young Children with Special Needs

ASSESSMENT

Assessment strategies may include:

- Examinations
- Student Demonstration
- Written Tasks
- Research Tasks
- Group work
- Case study and observation in a practical setting
- Diary/learning log

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

The study of Exploring Early Childhood Content Endorsed Course Stage 6 provides students with knowledge, understanding and skills that form a valuable foundation for a range of post-school study courses at university and there are opportunities for students to gain recognition in vocational education and training.

Personal Development, Health, Physical Education

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Hours	240 hours
Type	Board Developed Course
Duration	2 years
Unit Value	2-unit Year 11 2-unit Year 12
HSC Exam	Yes
ATAR	Yes
Exclusions	Nil
RECOGNITION	Year 12 Qualification

COURSE DESCRIPTION

The Year 11 course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves.

Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing and fitness choices.

In the Year 12 course, students focus on major issues related to Australia's health status. They also look at factors that affect physical performance. They undertake optional study from a range of choices. This includes investigating the health of young people or of groups experiencing health inequities.

In other options, students focus on improved performance and safe participation by learning about advanced approaches to training or sports medicine concepts. There is also an opportunity to think critically about the factors that impact on sport and physical activity in Australian society.

AIMS

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.

COURSE OUTCOMES (from NESAs)

P1	identifies and examines why people give different meanings to health and to physical activity
P2	explains how nutrition, physical activity, drug use and relationships affect personal health
P3	recognises that health is determined by sociocultural, economic and environmental factors
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
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
P12	demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
P13	develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)

TOPICS COVERED

Year 11 Course

Core Topics (60%)

- Better Health for Individuals
- The Body in Motion

Optional Components (40%)

Two options are selected from the following:

- First Aid
- Composition and Performance
- Fitness Choices
- Outdoor Recreation

Year 12 Course

Core Topics (60%)

- Health Priorities in Australia
- Factors Affecting Performance

Optional Components (40%)

Two options are selected from the following:

- The Health of Young People
- Sport and Physical Activity in Australian Society
- Sports Medicine
- Improving Performance
- Equity and Health

ASSESSMENT

Assessment strategies may include:

- Examinations
- Student Demonstration
- Written Tasks
- Research Tasks
- Group work

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- PDHPE teacher
- Physiotherapist
- Dietician
- Paramedic
- Nurse
- Nutritionist
- Health Promotions Worker

Sport, Lifestyle and Recreation

COURSE DETAILS

Hours	60 hours (Year 11 or 12) 120 hours (Year 11 and 12)
Type	Board Endorsed Course
Duration	1 or 2 years
Unit Value	1-unit Year 11 1-unit Year 12
HSC Exam	No
ATAR	No
Exclusions	Nil
RECOGNITION	HSC Qualification

COURSE DESCRIPTION

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.

Sport, Lifestyle and Recreation makes a positive contribution to the total wellbeing of students. They develop knowledge and understanding of the value of activity, increased levels of movement skill, competence in a wide variety of sport and recreation contexts and skills in planning to be active. These and other aspects of the course enable students to adopt and maintain an active lifestyle.

AIMS

The Sport, Lifestyle and Recreation Content Endorsed Course develops in each student the knowledge, understanding and skills needed to adopt active and health-promoting lifestyles.

COURSE OUTCOMES (from NESAs)

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance

TOPICS COVERED

The possible modules in Sport, Lifestyle and Recreation are:

- Aquatics
- Athletics
- Dance
- First Aid and Sports Injuries
- Fitness
- Games and Sports Applications I
- Games and Sports Applications II
- Gymnastics
- Healthy Lifestyle
- Individual Games and Sports Applications
- Outdoor Recreation
- Resistance Training
- Social Perspectives of Games and Sports
- Sports Administration
- Sports Coaching and Training

ASSESSMENT

Assessment strategies may include:

- Examinations
- Student Demonstration
- Written Tasks
- Research Tasks
- Group work
- First Aid / Bronze Medallion

POTENTIAL CAREERS / REASONS TO CHOOSE COURSE

- Outdoor Recreation
- Coach
- Swim/Fitness Instructor
- Lifeguard

