

Name: _____

Teacher: _____



2017 Preliminary PDHPE – Toolkit

Scope & Sequence

Assessment Schedule

Syllabus

Verb Scaffolds

Websites



2017 Preliminary PDHPE – Preliminary Scope & Sequence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	BODY IN MOTION										
		CQ1	CQ1	CQ2	CQ2	CQ2	CQ3	CQ3	CQ3	CQ3	CQ2
		HW1	HW2	HW3	HW4	HW5	HW6	HW7	HW8	TASK 1	HW9
Term 2	OPTION MODULES X2 – FITNESS CHOICES / OUTDOOR RECREATION / FIRST AID								BETTER HEALTH FOR INDIVIDUALS		
	CQ2	CQ3	CQ3	CQ1	CQ2	CQ2	CQ3	CQ3	CQ1	CQ1	
		HW10	HW11	HW12	HW13	HW14	HW15	TASK 2	HW16	HW17	
Term 3	BETTER HEALTH FOR INDIVIDUALS						REVISION		EXIT EXAMS		
	CQ1	CQ2	CQ2	CQ2	CQ3	CQ3					
		HW18	HW19	HW20	HW21	TASK 3	PRACTICE EXAMINATION		TASK 4		



Byron Bay High School

Stage 6 2017

Assessment Schedule

Preliminary PDHPE



Issue Date	T1 Wk 2				
Date Due	T1 Wk 10	T2 Wk 8	T3 Wk 6	T3 Wk 9/10	
Task Type	Core 2: Body in Motion Video Analysis	Options: Fitness Choices / First Aid / Outdoor Recreation (2 selected)	Core 1: Better Health for Individuals Research Task	Exit Examination (All modules studied included)	
Weighting	25%	20%	25%	30%	
Core Component / Weighting	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	
	P7, P8, P9, P10, P11, P16, P17	P5, P6, P10, P12, P15, P16, P17	P1, P2, P3, P4, P5, P6, P15, P16	P1-17	
Knowledge and understanding of: • factors that affect health • the way the body moves	10	5	10	15	40
Skills in: • influencing personal and community health • taking action to improve participation and performance in physical activity.	5	10	10	5	30
Skills in critical thinking, research and analysis	10	5	10	5	30
	20	20	20	40	100

Preliminary Core 1: Better Health for Individuals

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

Module Description

This compulsory module examines the meanings of health, the perceptions individuals have about health and the range of factors and behaviours that influence health. Students are introduced to health promotion and investigate approaches and strategies that can assist individuals to achieve better health.

In this module, students investigate the following critical questions:

- What does health mean to individuals?
- What influences the health of individuals?
- What strategies help promote the health of individuals?

After studying this module, students will understand and value how a wide range of factors interact to support an individual to achieve better health. This understanding is further developed in the HSC core module, Health Priorities in Australia.

Outcomes

A student:

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts.

What does health mean to individuals?

Students learn about:

- meanings of health
 - definitions of health
 - dimensions of health
 - relative and dynamic nature of health

Students learn to:

- examine the dynamic nature of health by exploring:
 - the interactions between the dimensions
 - the concept of good health
 - the health continuum
 - how health changes over time
 - how an individual's circumstances affect their health

- perceptions of health
 - perceptions of their health
 - perceptions of the health of others eg parents, the elderly, the homeless
 - implications of different perceptions of health
 - perceptions of health as social constructs
 - impact of the media, peers and family

- examine perceptions of health by exploring questions such as:
 - how healthy am I? How healthy do other people think I am?
 - how healthy do I think other people are?
 - why would my perceptions of health be similar or different to others?
 - how might an individual's perception of health affect their behaviour and wellbeing?
- determine the degree to which perceptions of health are socially constructed

- health behaviours of young people
 - the positive health status of young people
 - protective behaviours and risk behaviours

- explore current research and information to:
 - identify the prevalence of and trends in the health behaviours of young people
 - challenge the accuracy of societal perceptions of the health behaviours of young people
- identify protective and risk behaviours for health issues relevant to young people and predict how risk decreases or increases when multiple factors interact

What influences the health of individuals?

Students learn about:

- the determinants of health
 - individual factors, eg knowledge and skills, attitudes, genetics
 - sociocultural factors, eg family, peers, media, religion, culture
 - socioeconomic factors, eg employment, education, income
 - environmental factors, eg geographical location, access to health services and technology

Students learn to:

- analyse how an individual's health can be determined by a range of factors acting in various combinations

- the degree of control individuals can exert over their health
 - modifiable and non-modifiable health determinants
 - the changing influence of determinants through different life stages

- assess the degree of control individuals have over their health, by exploring questions such as:
 - how much control do individuals have over the determinants?
 - what can individuals do to modify the determinants they have little control over?
 - how does the level of influence of the determinants change over time?

- health as a social construct
 - recognises the interrelationship of determinants
 - challenges the notion that health is solely an individual's responsibility.

- investigate how the determinants of health explain why some individuals and groups have better or worse health than others.

What strategies help to promote the health of individuals?

Students learn about:	Students learn to:
<ul style="list-style-type: none">● what is health promotion ● responsibility for health promotion<ul style="list-style-type: none">– individuals – community groups/schools – non-government organisations – government – international organisations, eg WHO, United Nations	<ul style="list-style-type: none">● describe the various health promotion roles and responsibilities adopted by individuals, groups and governments
<ul style="list-style-type: none">● health promotion approaches and strategies<ul style="list-style-type: none">– lifestyle/behavioural approaches, eg quit smoking programs, health education – preventative medical approaches, eg childhood immunisation, cancer screening – public health approaches, eg health-promoting schools and workplaces	<ul style="list-style-type: none">● determine the effectiveness of a range of health promotion strategies relevant to young people, eg government interventions relating to alcohol consumption and young drivers ● propose other actions that may improve the health of young people

<ul style="list-style-type: none"> ● the Ottawa Charter as an effective health promotion framework <ul style="list-style-type: none"> – developing personal skills – creating supportive environments – strengthening community action – reorienting health services – building healthy public policy 	<ul style="list-style-type: none"> ● describe the historical significance of the Ottawa Charter for Health Promotion ● explain how health promotion based on the action areas of the Ottawa Charter have contributed to positive health outcomes. For example: <ul style="list-style-type: none"> – reduction in road injuries – reduction in tobacco use
<ul style="list-style-type: none"> ● principles of social justice <ul style="list-style-type: none"> – equity – diversity – supportive environments. 	<ul style="list-style-type: none"> ● identify strategies where the principles of social justice have been applied to promote the health of individuals.

Suggested teaching and learning 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 strategies could be implemented to promote their health.

Respond to this slogan: ‘Good health is your responsibility. Act now!’

Does it provide the best explanation for how health is determined?

Preliminary Core 2: The Body in Motion

This module should occupy approximately 30% 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 the musculoskeletal and cardiorespiratory systems of the body influence and respond to movement?
- What is the relationship between physical fitness, training and movement efficiency?
- How do biomechanical principles influence movement?

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 systems 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 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation.

Suggested teaching and learning strategies

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

Analyse a range of movements or performances to identify how biomechanical principles influence technique, eg multimedia analysis.

How do the musculoskeletal and cardiorespiratory systems of the body influence and respond to movement?

<p>Students learn about:</p> <ul style="list-style-type: none">● skeletal system<ul style="list-style-type: none">– major bones involved in movement– structure and function of synovial joints– joint actions, eg extension and flexion	<p>Students learn to:</p> <ul style="list-style-type: none">● identify the location and type of major bones involved in movement, eg long bones articulate at hinge joints for flexion and extension
<ul style="list-style-type: none">● muscular system<ul style="list-style-type: none">– major muscles involved in movement– muscle relationship (agonist, antagonist)– types of muscle contraction (concentric, eccentric, isometric)	<ul style="list-style-type: none">● identify the location of the major muscles involved in movement and related joint actions● perform and analyse movements, eg overarm throw, by examining:<ul style="list-style-type: none">– bones involved and the joint action– muscles involved and the type of contraction
<ul style="list-style-type: none">● respiratory system<ul style="list-style-type: none">– structure and function– lung function (inspiration, expiration)– exchange of gases (internal, external)	<ul style="list-style-type: none">● analyse the various aspects of lung function through participation in a range of physical activities
<ul style="list-style-type: none">● circulatory system<ul style="list-style-type: none">– components of blood– structure and function of the heart, arteries, veins, capillaries– pulmonary and systemic circulation– blood pressure.	<ul style="list-style-type: none">● analyse the movement of blood through the body and the influence of the circulatory and respiratory systems on movement efficiency and performance.

What is the relationship between physical fitness, training and movement efficiency?

<p>Students learn about:</p> <ul style="list-style-type: none">● health-related components of physical fitness<ul style="list-style-type: none">– cardiorespiratory endurance– muscular strength– muscular endurance– flexibility– body composition	<p>Students learn to:</p> <ul style="list-style-type: none">● analyse the relationship between physical fitness and movement efficiency. Students should consider the question ‘to what degree is fitness a predictor of performance?’
<ul style="list-style-type: none">● skill-related components of physical fitness<ul style="list-style-type: none">– power– speed– agility– coordination– balance– reaction time	<ul style="list-style-type: none">● measure and analyse a range of both health-related and skill-related components of physical fitness● think critically about the purpose and benefits of testing physical fitness
<ul style="list-style-type: none">● aerobic and anaerobic training<ul style="list-style-type: none">– FITT principle	<ul style="list-style-type: none">● design an aerobic training session based on the FITT principle● compare the relative importance of aerobic and anaerobic training for different sports, eg gymnastics versus soccer
<ul style="list-style-type: none">● immediate physiological responses to training<ul style="list-style-type: none">– heart rate– ventilation rate– stroke volume– cardiac output– lactate levels.	<ul style="list-style-type: none">● examine the reasons for the changing patterns of respiration and heart rate during and after submaximal physical activity.

How do biomechanical principles influence movement?

<p>Students learn about:</p> <ul style="list-style-type: none"> ● motion <ul style="list-style-type: none"> – the application of linear motion, velocity, speed, acceleration, momentum in movement and performance contexts 	<p>Students learn to:</p> <ul style="list-style-type: none"> ● apply principles of motion to enhance performance through participation in practical workshops
<ul style="list-style-type: none"> ● balance and stability <ul style="list-style-type: none"> – centre of gravity – line of gravity – base of support 	<ul style="list-style-type: none"> ● apply principles of balance and stability to enhance performance through participation in practical workshops
<ul style="list-style-type: none"> ● fluid mechanics <ul style="list-style-type: none"> – flotation, centre of buoyancy – fluid resistance 	<ul style="list-style-type: none"> ● apply principles of fluid mechanics to enhance performance through participation in practical workshops ● describe how principles of fluid mechanics have influenced changes in movement and performance, eg technique modification, clothing/suits, equipment/apparatus
<ul style="list-style-type: none"> ● force <ul style="list-style-type: none"> – how the body applies force – how the body absorbs force – applying force to an object. 	<ul style="list-style-type: none"> ● apply principles of force to enhance performance through participation in practical workshops.

Preliminary Option 4: Outdoor Recreation

This module should occupy approximately 20% 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:

- P6 proposes actions that can improve and maintain an individual's health
- 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 uses 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/relaxation
 - enjoyment, challenge and excitement
 - social interaction
 - appreciation of the environment
 - health and fitness.

Students learn to:

- recognise the physical, social, intellectual, spiritual and emotional outcomes that may result from participation in 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
 - emergency management planning/risk assessment, eg escape routes, first aid preparation, communication modes with external authorities, reconnoitre of routes
 - food and water considerations
 - resources for safe participation, eg tent, protective clothing
 - legal and administrative requirements, eg permission, liaison with authorities, trip intention forms

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

<ul style="list-style-type: none"> ● campsite selection <ul style="list-style-type: none"> – geographic, environmental and climatic considerations – establishing the camp site (fireplace, waste disposal) – tree fall evaluation 	<ul style="list-style-type: none"> ● assess the suitability of a camp site by considering issues such as distance from creeks and trees, and waste disposal considerations
<ul style="list-style-type: none"> ● conservation skills <ul style="list-style-type: none"> – ‘leave no trace’ camping – minimal impact practices – ethical issues, eg impact of activities on the environment 	<ul style="list-style-type: none"> ● 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’
	<ul style="list-style-type: none"> ● debate issues from ethical dimensions such as: <ul style="list-style-type: none"> – should areas be set aside as human-free? – should 4WD and hiking be banned from some areas?
<ul style="list-style-type: none"> ● navigational skills <ul style="list-style-type: none"> – map reading – grid bearing – magnetic bearing – true north – measuring distance – natural navigation (using sun, stars) 	<ul style="list-style-type: none"> ● navigate using a compass and maps with varying detail ● estimate the approximate time that it will take to walk a designated route

<ul style="list-style-type: none"> ● emergency management skills <ul style="list-style-type: none"> – wilderness first aid, eg thermoregulation, snake bite – what to do when you are lost – bushfire procedures, lightning, flooded rivers 	<ul style="list-style-type: none"> ● analyse a range of risk situations and propose prevention and management strategies ● describe how to construct an emergency shelter using natural materials
<ul style="list-style-type: none"> ● skills needed for other outdoor activities relevant to the experience, eg <ul style="list-style-type: none"> – canoeing/kayaking skills – abseiling skills. 	<ul style="list-style-type: none"> ● perform relevant outdoor activities safely and with a basic level of proficiency.
<p>What impact does group dynamics have on the outdoor experience?</p>	
<p>Students learn about:</p> <ul style="list-style-type: none"> ● leadership styles <ul style="list-style-type: none"> – democratic – laissez-faire – autocratic – strategic non-intervention 	<p>Students learn to:</p> <ul style="list-style-type: none"> ● distinguish between the different leadership styles and debate their suitability for different situations
<ul style="list-style-type: none"> ● understanding group dynamics <ul style="list-style-type: none"> – stages of group dynamics (form, storm, norm, transform) – conflict resolution – team building – cooperation 	<ul style="list-style-type: none"> ● work cooperatively to solve simulated initiative challenges ● distinguish actions that enhance group cohesion when working in teams

<ul style="list-style-type: none"> ● facilitation skills <ul style="list-style-type: none"> – communication skills – decision-making – flexibility 	<ul style="list-style-type: none"> ● apply cooperative decision-making processes to solve problems and challenges faced in outdoor experiences
<ul style="list-style-type: none"> ● understanding strengths and weaknesses <ul style="list-style-type: none"> – participant readiness – self-efficacy – balancing challenge and safety (challenge by choice, taking risks in bounds of competence) – pushing the comfort zone 	<ul style="list-style-type: none"> ● debate questions such as: <ul style="list-style-type: none"> – 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 teaching and learning 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 teamwork, cooperation, problem-solving.

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

Preliminary Option 3: Fitness Choices

This module should occupy approximately 20% 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 on their personal exercise needs and preferences and make informed consumer decisions about exercise options that address these needs.

Outcomes

A student:

- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's 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 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation.

Suggested teaching and learning 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.

What does exercise mean to different people?

Students learn about:

- meanings of exercise
 - exercise as a form of physical activity
 - exercise and its relationship to fitness

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?

- the value that people place on exercise and fitness

- changing attitudes to fitness
- fitness as a commodity.

- analyse a range of opinions about the value that people place on fitness.

What are the ways people choose to exercise for fitness?

Students learn about:

- individual fitness activities, eg
 - power walking/running
 - swimming
 - cycling
 - weight training programs
 - tai chi
 - pilates/yoga
 - emerging individual fitness activities

Students learn to:

- evaluate the range and variety of fitness activities available
- participate competently and safely in a range of fitness activities

<ul style="list-style-type: none"> ● group fitness activities, eg <ul style="list-style-type: none"> – aerobics/aquarobics – pump/step/spin classes – circuit training – team games – exercise for specific groups, eg exercise for pregnancy, children, fitness, gentle exercise for the aged – emerging group fitness activities 	<ul style="list-style-type: none"> ● compare a variety of forms of fitness activities by investigating: <ul style="list-style-type: none"> – 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
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What influences people's choice of fitness activities?

<p>Students learn about:</p> <ul style="list-style-type: none"> ● settings for exercise <ul style="list-style-type: none"> – exercise at home, eg home gyms – community facilities – fitness centres and personal trainers – exercise clubs, eg running, walking, cycling – cultural groups 	<p>Students learn to:</p> <ul style="list-style-type: none"> ● evaluate the appropriateness of fitness activities to them by investigating: <ul style="list-style-type: none"> – 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?
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<ul style="list-style-type: none"> ● advertising and promotion <ul style="list-style-type: none"> – how do you know who to believe? – promotional techniques, eg direct marketing, limited offer memberships – accuracy of information – ethics of advertising 	<ul style="list-style-type: none"> ● analyse advertisements for fitness and exercise services by investigating: <ul style="list-style-type: none"> – who is the advertisement targeting? – what does the advertisement offer? – what are the benefits of the service? – are the claims believable?
<ul style="list-style-type: none"> ● motivators and barriers to participation <ul style="list-style-type: none"> – access to facilities – convenience of use – cost – feelings about fitness and exercise – exercise as a priority – influence of other responsibilities, eg family, work 	<ul style="list-style-type: none"> ● describe their own exercise preferences by considering: <ul style="list-style-type: none"> – their motivation for exercising – the influences acting on their choice of exercise for fitness – their feelings about establishing a training partner – barriers that they need to overcome.

Preliminary Option 1: First Aid

This module should occupy approximately 20% 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:

P6 proposes actions that can improve and maintain an individual's health

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 uses a range of sources to draw conclusions about health and physical activity concepts.

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.

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
 - priority assessment procedures
 - DRSABCD (Danger, Response, Send for help, Airway, Breathing, CPR, Defibrillation)
 - STOP (Stop, Talk, Observe, Prevent further injury)

Students learn to:

- plan and conduct appropriate assessment and management procedures in response to a range of first aid scenarios

- crisis management
 - cardiopulmonary resuscitation (CPR)
 - bleeding
 - shock
 - neck and spinal injury
 - moving the casualty
 - medical referral
 - care of the unconscious casualty.

- demonstrate CPR procedures using a manikin
- use safe procedures when moving a casualty.

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

Students learn about:

- management of injuries
 - cuts and lacerations
 - fractures
 - dislocations
 - head injuries and concussion
 - eye injuries
 - nasal injuries
 - burn injuries
 - teeth injuries
 - electrocution
 - chest injuries
 - abdominal injuries

Students learn to:

- identify signs and symptoms, and primary management for each injury and medical condition
- apply bandages, slings and splints appropriately in the treatment of particular injuries

- management of medical conditions
 - heart attack
 - stroke
 - diabetes
 - epilepsy
 - asthma
 - anaphylaxes
 - poisoning
 - bites and stings
 - exposure to heat and cold.

- explain the nature of the identified medical conditions.

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

<p>Students learn about:</p> <ul style="list-style-type: none">• physical environment<ul style="list-style-type: none">– traffic accidents – water environment – electricity	<p>Students learn to:</p> <ul style="list-style-type: none">• analyse the particular safety issues associated with each physical environment and formulate specific self-protective strategies that should be observed
<ul style="list-style-type: none">• infection control and protection<ul style="list-style-type: none">– HIV/AIDS – blood-borne viruses (Hepatitis B and C)	<ul style="list-style-type: none">• describe the procedures to be taken to reduce risk of contact with body fluids and in the event of contact with body fluids in first aid settings
<ul style="list-style-type: none">• legal and moral dilemmas<ul style="list-style-type: none">– legal implications, eg Occupational Health and Safety legislation, litigation – moral obligations, eg duty of care, responsible citizenship – commonsense versus heroics	<ul style="list-style-type: none">• debate the legal and moral dilemmas associated with providing first aid• distinguish between a manageable first aid situation and an emergency situation
<ul style="list-style-type: none">• support following first aid situations<ul style="list-style-type: none">– debriefing – counselling.	<ul style="list-style-type: none">• identify available sources of support for those involved in the delivery of emergency first aid.

Key words in PDHPE

Common features

Syllabus outcomes, objectives, performance bands and examination questions have key words that tell students what they are expected to be able to do in PDHPE. The following table lists some of the common key words used in PDHPE along with the meaning defined by the NSW Board of Studies for each key word. It is not necessary to remember the definition of each individual key word. Some of the words can be grouped according to the common features. Using the information in the table below, identify the key features for each of the key words.

Key word	Definition	Features
Analyse	identify components and the relationship between them: draw out and relate implications	
Assess	make a judgement of value, quality, outcomes, results or size	
Compare	show how things are similar and different	
Critically analyse	add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analyse	
Critically evaluate	add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to evaluate	
Define	state meaning and identify essential qualities	
Demonstrate	show by example	
Describe	provide characteristics and features	
Discuss	identify issues and provide points for and/or against	
Distinguish	recognise or note/indicate as being distinct or different from; to note differences between	
Evaluate	make a judgement based on criteria; determine the value of	
Examine	inquire into	
Explain	relate cause and effect; make the relationships between things evident; provide why and/or how	
Identify	recognise and name	
Investigate	plan, inquire into and draw conclusions about	
Justify	support an argument or conclusion	
Outline	sketch in general terms; indicate the main features of	

Once you have completed the key features column, group the key words with common features into sub groups. This will make it easier to remember the features of each key word.

PDHPE

Key words: Common features

Answers

Key words	Common features
Identify Describe Define Outline	Response requires main points with brief explanation of each and relevant example/s.
Analyse Critically analyse Compare Distinguish Explain	Responses require the identification of components or features and the relationships between them (e.g. cause and effect, similarities and differences). Points need to be supported with relevant examples.
Assess Evaluate Critically evaluate	Response requires a judgement to be made regarding the value of something. The response should include a description of the criteria being used to make the judgement. Judgement needs to be supported with relevant examples.
Examine Investigate	Response requires an inquiry of the topic. Response should provide a description of the key points along with some conclusions depending on the wording of the question. Points need to be supported with relevant examples.
Demonstrate Justify	Response requires key points of the topic to be illustrated using relevant examples to support the argument or conclusion being developed.

How to approach the question verb – Assess

VERB: ASSESS

DEFINITION: Make a judgment of value, quality, outcomes, results or size

QUESTION: <write two lines>

INTRODUCTORY SENTENCE

Opening sentence: State the issue clearly, and make a relationship between the key words in the question.

<write three lines>

BODY OF THE RESPONSE

Step 1: Identify the key areas and topics you have studied which might be useful in answering the question:

<write two lines>

Step 2: Write about each of these relevant components in a separate paragraph. For each paragraph:

1. State the topic area and link to the question:

<write three lines>

2. In this section, support your answer with a specific example to show the marker you can apply your thoughts to the question and confirm your judgment.

<write five lines>

USEFUL KEY WORDS:

- relates to
- another factor
- for example
- specifically
- as a result of
- valuable
- significant
- important

CONCLUDING SENTENCE

Summarise: Relate back to the question. Remember to make a **judgment** at the end.

<write three lines>

How to approach the question verb – Discuss

VERB: DISCUSS

DEFINITION: Identify issues and provide points for and/or against

QUESTION: <write two lines>

INTRODUCTORY SENTENCE

Opening sentence: Introduce the topic to be discussed. and pose a question about the topic, or state the view of the author if the question contains a piece of text.

<write two lines>

BODY OF THE RESPONSE

Step 1: Identify the relevant arguments about the question that you want to discuss.

TOPIC AREAS:

<write two lines>

Step 2: Choose some of these arguments and write about each in a separate paragraph. For every paragraph:

1. Identify one relevant argument.

<write two lines>

2. Discuss one argument or point of view **for**, with supporting evidence or more detail.

<write three lines>

3. Discuss one argument or point of view **against**, with supporting evidence or more detail on the topic.

<write three lines>

Repeat for each paragraph.

USEFUL KEY WORDS:

- valuable
- positive
- enhance
- identifies
- negative
- affirmative
- different
- suitable
- endorse
- opposite
- counter to
- despite

CONCLUDING SENTENCE

Summarise the points discussed and provide a recommendation or an opinion in the negative or the affirmative to the question.

<write three lines>

How to approach the question verb – Examine

VERB:	EXAMINE
DEFINITION:	Inquire into
QUESTION:	<write two lines>

INTRODUCTORY SENTENCE

Opening sentence: State the issue to be examined clearly and the factors you wish to discuss.

<write two lines>

BODY OF THE RESPONSE

Step 1: Identify the relevant items or points relating to the question that you want to discuss.

TOPIC AREAS: <write two lines>

Step 2: Choose some of these topic areas and write about each in a separate paragraph.

1. Identify a relevant item and demonstrate your depth of knowledge for this item.

<write two lines>

2. Examine asks you to ‘inquire into’. Support your discussion with detail and relevant examples.

<write five lines>

Repeat for each paragraph.

USEFUL KEY WORDS:

- such as
- include
- because
- thus
- important
- effective

CONCLUDING SENTENCE

Summarise: Restate your main point and use the words of the question.

<write three lines>

How to approach the question verb – Evaluate

VERB: EVALUATE

DEFINITION: Make a **judgment** based on criteria; determine the **value** of

QUESTION: <write two lines>

INTRODUCTORY SENTENCE

Opening sentence: State the issue clearly, and give an opinion on the question.

Look for the key words of the question.

<write three lines>

BODY OF THE RESPONSE

Step 1: Identify the key areas and topics you have studied which might be useful in answering the question.

<write three lines>

Step 2: Choose some of these key areas and write about each in a separate paragraph.

1. State the topic area.

<write two lines>

2. Then explain its value: Why is it important? Is it effective? Support with examples.

<write five lines>

USEFUL KEY WORDS:

- important
- valuable
- improve
- effectively
- enhance
- inadequate

CONCLUDING SENTENCE

Summarise: Relate back to the question. Remember to make a **judgment** on value using words such as 'important' or 'valuable'

<write three lines>

How to approach the question verb – Critically Evaluate

VERB:	CRITICALLY EVALUATE
CRITICALLY:	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analysis
EVALUATE:	Make a judgment based on criteria; determine the value of
QUESTION:	<write two lines>

INTRODUCTORY SENTENCE

Opening sentences: Identify and define the key areas. Consider implications, and cover more topic areas than for an “evaluate” question. Remember to make a **judgment** of value.

<write five lines>

BODY OF THE RESPONSE

Step 1: Identify the relevant components or points about the question that you want to discuss.

TOPIC AREAS:

<write five lines>

Step 2: Write about each of these relevant components in a separate paragraph. For each paragraph:

1. Identify one component or point and discuss its relevance to the question.

<write three lines>

2. Examine further. Support your answer with relevant examples.

<write five lines>

3. Evaluate the value of these examples in terms of what they are supposed to achieve.

<write four lines>

Repeat for further examples and for each paragraph.

NOTE: The difference between an ‘Evaluate’ question and a ‘Critically evaluate’ question is level of detail, number of examples and the conclusions made at the end of each paragraph. Often this is also reflected in the number of marks available for the question.

USEFUL KEY WORDS:

- important
- valuable
- judgment
- effective
- merits
- faults
- inadequate
- adequate
- effective
- ineffective
- improvement
- since
- to some extent
- limited

CONCLUDING SENTENCE

Summarise the body of your essay. Review the points discussed. If possible, identify any area which may need further reflection and questioning.

<write six lines>

How to approach the question verb – Compare

VERB:	COMPARE
DEFINITION:	Show how things are similar or different
QUESTION:	<write two lines>

INTRODUCTORY SENTENCE

Opening sentence: State the relationship between the items in the question. <write two lines>

BODY OF THE RESPONSE

Step 1: Identify three areas on which you can compare the items in the question.

TOPIC AREAS:

<write two lines>

Step 2: Choose some of these and write about each in a separate paragraph.
For every paragraph:

1. Identify the area of comparison.

<write two lines>

2. Identify and explain the similarities based on this area of comparison. Support your discussion with relevant examples

<write three lines>

3. Identify and explain any differences between the items. Support your discussion with relevant example.

<write three lines>

Repeat for each paragraph.

USEFUL KEY WORDS:

- important
- valuable
- liken
- similar
- different
- comparative
- equate
- match
- contrast

CONCLUDING SENTENCE

Summarise the body of your comparison by expressing the relationship and key areas of similarity and difference.

<write two lines>

How to approach the question verb – Investigate

VERB:	INVESTIGATE
DEFINITION:	Plan, inquire into and draw conclusions about
QUESTION:	<write two lines>

INTRODUCTORY SENTENCE

Opening sentence: State the topic to be investigated clearly and the factors you wish to discuss.

<write two lines>

BODY OF THE RESPONSE

Step 1: Identify the relevant items or points relating to the question that you want to discuss.

TOPIC AREAS: <write three lines>

Step 2: Choose some of these topic areas and write about each in a separate paragraph.

1. Identify one item.

<write two lines>

2. Inquire into this item by providing more detail and examples.

<write five lines>

3. Draw conclusions by linking the item back to the question.

<write three lines>

Repeat for each paragraph.

USEFUL KEY WORDS:

- because
- for instance
- one example
- important
- efficient
- beneficial
- therefore

CONCLUDING SENTENCE

Summarise: Restate your main points and use the words of the question. Remember to 'draw conclusions'.

<write three lines>

How to approach the question verb – Justify

VERB:	JUSTIFY
DEFINITION:	Support an argument, opinion or conclusion
QUESTION:	<write two lines>

INTRODUCTORY SENTENCE

Opening sentence: State the opinion or argument you will be talking about or supporting.

<write three lines>

BODY OF THE RESPONSE

Step 1: Identify the relevant components or points about the question that you want to discuss.

<write three lines>

Step 2: Write about each of the types of recovery strategies in a separate paragraph, in the **same order** as your introductory sentence. This is much easier for your HSC marker to read and follow.

USEFUL KEY WORDS:

- beneficial
- as a result of
- recommended
- another factor
- for example
- because
- limited
- should

1. In each paragraph, state each feature and how it relates to the topic in the question.

<write three lines>

2. Give examples if relevant.

<write two lines>

3. Explain why this feature is important, remember to justify.

<write four lines>

Repeat for each paragraph.

CONCLUDING SENTENCE

Summarise: Relate back to the question. Remember to repeat the argument or opinion you have expressed throughout your answer

<write three lines>

How to approach the question verb – Analyse

VERB: ANALYSE

DEFINITION: Identify components and the relationship between them; draw and relate implications

QUESTION: <write two lines>

INTRODUCTORY SENTENCE

Opening sentence: Identify and define the key areas and components. Consider what implications might exist.

<write two lines>

BODY OF THE RESPONSE

Step 1: Identify the relevant components or points about the question that you want to discuss.

TOPIC AREAS: <write two lines>

Step 2: Choose some of these topic areas and write about each in a separate paragraph. For every paragraph:

1. Identify one relevant component or point.

<write two lines>

2. Examine the relationship between this point and the topic, or with other points. Use examples.

<write three lines>

3. What needs to be considered in this component? Demonstrate that you understand the implications.

<write three lines>

4. Again, support with relevant examples.

<write four lines>

5. Conclude by stating why this issue or implication is important.

<write two lines>

USEFUL KEY WORDS:

- important
- valuable
- improve
- effectively
- enhance
- identifies
- interpret
- inadequate
- different
- alike
- imply

CONCLUDING SENTENCE

Summarise: List the key topic areas you have covered, and restate your approach to the question.

<write two lines>

How to approach the question verb – Critically Analyse

VERB:	CRITICALLY ANALYSE
CRITICALLY:	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analysis
ANALYSE:	Identify components and the relationship between them; draw and relate implications
QUESTION:	<write two lines>

INTRODUCTORY SENTENCE

Opening sentences: Identify and define the key areas and components. Consider what implications might exist and use more detail than for an 'analyse' question.

<write five lines>

BODY OF THE RESPONSE

Step 1: Identify the relevant components or points about the question that you want to discuss.

TOPIC AREAS:

<write four lines>

Step 2: Write about each of these relevant components in a separate paragraph. For each paragraph:

1. Identify one component or point and discuss its relevance to the question.

<write two lines>

2. Examine and inquire further. Support your answer with relevant examples

<write four lines>

3. Review the results of this inquiry. These may be positive or negative.

<write three lines>

Repeat for each paragraph.

NOTE: The difference between an 'Analyse' question and a 'Critically analyse' question is level of detail, number of examples and the conclusions made at the end of each paragraph. Often this is also reflected in the number of marks available for the question.

USEFUL KEY WORDS:

- important
- valuable
- judgments
- effective
- merits
- faults
- inadequate
- adequate
- approval
- disapproval
- censure
- appraise
- evaluate

CONCLUDING SENTENCE

Summarise the body of your essay. Review the points discussed. If possible, identify any area which may need further reflection and questioning.

<write five lines>

How to approach the question verb – Clarify

VERB:	CLARIFY
DEFINITION:	Make clear or plain
QUESTION:	<write two lines>

INTRODUCTORY SENTENCE

Opening sentence: State the issue to be examined clearly and the factors you wish to discuss.

<write three lines>

BODY OF THE RESPONSE

Step 1: Identify the relevant items or points relating to the question that you want to discuss.

TOPIC AREAS:

<write two lines>

Step 2: Choose some of these and write about each in a separate paragraph.

1. Identify a relevant item and demonstrate your depth of knowledge for this item.

<write two lines>

2. Support your discussion with detail and relevant examples and remember to answer the question.

<write five lines>

Repeat for each paragraph.

USEFUL KEY WORDS:

- such as
- include
- because
- for example
- thus
- important
- effective

CONCLUDING SENTENCE

Summarise: Restate your main point and use the words of the question.

<write three lines>

How to approach the question verb – Explain

VERB: EXPLAIN

DEFINITION: Relate cause and effect; make the relationships between things evident; provide why and/or how

QUESTION: <write two lines>

INTRODUCTORY SENTENCE

Opening sentence: State the issue to be examined clearly and the factors you wish to discuss.

<write two lines>

BODY OF THE RESPONSE

Step 1: Identify the relevant items or points relating to the question that you want to discuss.

TOPIC AREAS: <write two lines>

Step 2: Choose some of these and write about each in a separate paragraph.

1. Identify a relevant item and show a direct link between cause and effect.

<write two lines>

2. Expand on this item with relevant detail and examples.

<write six lines>

Repeat for each paragraph.

USEFUL KEY WORDS:

- due to
- because
- one reason
- resulting in
- consequently
- therefore

CONCLUDING SENTENCE

Summarise: Restate your main points and use the words of the question.

<write three lines>

How to approach the question verb – Describe

VERB:	DESCRIBE
DEFINITION:	Provide characteristics and features
QUESTION:	<write two lines>

INTRODUCTORY SENTENCE

Opening sentence: State the topic clearly and list the characteristics and features you intend to write about.

<write two lines>

BODY OF THE RESPONSE

Write about each of the characteristics/features in a separate paragraph, in the **same order** as your introductory sentence. This is much easier for your HSC marker to read and follow.

1. State the feature or characteristic. How does it relate to the topic? <write three lines>
2. Give examples if relevant
<write four lines>

USEFUL KEY WORDS:

- consists of
- includes
- relates to
- another factor
- for example
- specifically

Repeat for each paragraph.

CONCLUDING SENTENCE

Summarise: Relate back to the question. Remember to repeat the key topic of the question.

<write two lines>

Glossary

advocacy	A combination of individual and social actions aimed at gaining support and commitment for a particular goal or program
blood borne viruses	Used to refer to Hepatitis B and C
critical approach	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
determinants of health	The range of personal, social, economic and environmental factors that determine the health status of individuals and populations
dispossession	The removal of possessions, particularly land.
enabling	Action in partnership with individuals and groups, providing resources and support to empower them to promote and protect their health
EPO	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
equity	Equity means that resources are allocated in accordance with the needs of individuals and populations with the desired goal of equality of outcomes
FITT Principle	A framework for developing fitness programs that emphasise the variables Frequency, Intensity, Type of exercise and Time or duration of exercise
health	A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity
health literacy	The ability to understand and interpret health information and services and utilise this information in ways that promote and maintain good health
health promotion	The process of enabling people to increase control over and to improve their health
health status	The health of an individual or population measured against an identifiable standard
intersectoral collaboration	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
Jakarta Declaration	The declaration resulted from the World Health Organisation's 4 th 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">– promote social responsibility for health– increase investments for health development– consolidate and expand partnerships for health– increase community capacity and empower the individual– secure an infrastructure for health promotion.
mediation	The process of bringing different interests and parties together to a point of accepting solutions that promote health
new public health	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

Ottawa Charter	<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"> - build healthy public policy - create supportive environments - strengthen community action - develop personal skills - reorient health services
PNF	<p>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</p>
reorienting health services	<p>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</p>
resilience	<p>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</p>
settings	<p>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</p>
social action	<p>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</p>
social construct	<p>A concept that has meaning and shared understandings based on people's ways of seeing, interpreting, interrelating and interacting</p>
social justice	<p>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</p>
sociocultural	<p>Related to social and cultural factors that impact on health and physical activity issues.</p>
strategic non-intervention	<p>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</p>
supportive environments	<p>The places people live, work and play that protect people from threats to health and that increase their ability to make health-promoting choices.</p>
trait and state anxiety	<p>One's normal disposition to be anxious generally (trait) vs one's level of anxiety in a particular situation (state)</p>



<http://www.aihw.gov.au/WorkArea/DownloadAsset.aspx?id=60129557059>



<http://www.heartfoundation.org.au/>



<http://www.health.gov.au/>



<http://www.nswcc.org.au/>



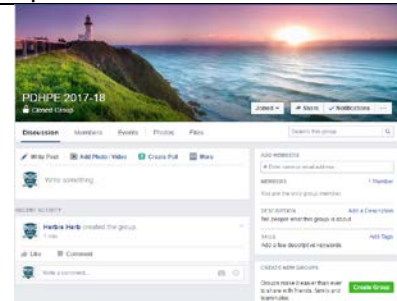
<http://www.abc.net.au/health/>



<http://www.diabetesaustralia.com.au>



<http://www.abs.gov.au>



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