



Area of Study

**Health & Physical Education**

2021 Handbook

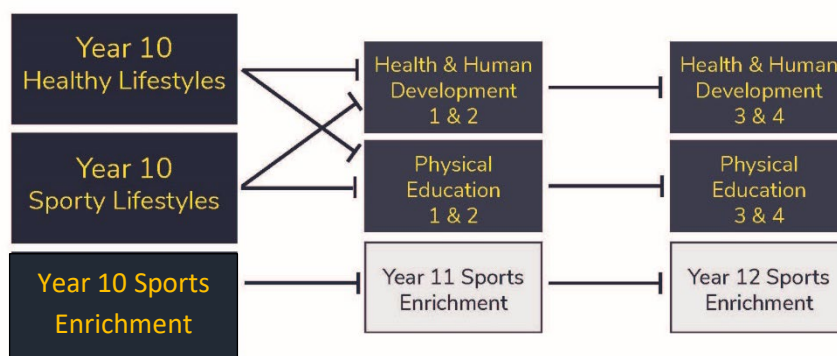
## Contents

Pathway Information .....	3
Why study Physical Education? .....	3
Where does Physical Education lead to? .....	3
Year 10 Curriculum .....	4
Health and PE – Healthy Lifestyles.....	4
Health and PE – Sporty Lifestyles.....	4
Health and PE – Sports Enrichment .....	5
Sports Enrichment.....	5
Year 11 & 12 Sports Enrichment Program .....	5
VCE Curriculum .....	6
Health and Human Development .....	6
Health and Human Development Unit 1 .....	6
Health and Human Development Unit 2 .....	7
Health and Human Development Units 3 & 4 .....	8
Outdoor and Environmental Studies .....	9
Outdoor and Environmental Studies Unit 1 & 2 .....	9
Outdoor and Environmental Studies Units 3 & 4 .....	10
Physical Education .....	11
Physical Education Unit 1.....	11
Physical Education Unit 2.....	12
Physical Education Units 3 & 4.....	13
VET Program .....	13
Certificate III in Sport and Recreation – SIS30115 .....	13
Certificate III in Allied Health Assistance – HLT33015 .....	13

## Pathway Information

The study of VCE Physical Education aims to equip students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

The study also prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.



## Why study Physical Education?

Studying Health and Physical Education gives you a range of skills including:

- Cooperation
- Team work
- Leadership
- Coordination and motor skills
- Problem solving

## Where does Physical Education lead to?

Year 10 Physical Education is foundational to VCE courses in Physical Education.

If you enjoy Physical Education you should also consider subjects such as VCE Health and Human Development, VCE Outdoor and Education Studies, VET Outdoor Recreation or VCE Environmental Science or VCE Biology.

## Year 10 Curriculum

### *Health and PE – Healthy Lifestyles*

**Semester:** Semester 1 or 2

**Teacher:** Miss Barker

**Recommended Previous Studies:**

Successful completion of Year 9 Health & Physical Education.

**Course Content:**

This unit has a focus on health. Students are encouraged to develop skills and knowledge to use in daily life and to maintain their own personal health. Through participation in various activities, students develop co-operation skills, respect for others and learn an understanding of the importance of working together. Students have the opportunity during this unit to research, organise and share information about health issues. They identify strategies related to both individual and community health. Topics such as health knowledge, health promotion, fundamental movement skills, first aid, mental health, personal identity and risk-taking behaviour are covered. The final topic explores community participation and facilities in relation to improving health in the community. During this unit, students are assessed on their interpersonal development, fundamental movement skills, as well their progress in the health and personal development domain.

**Additional Information:**

This unit gives students a foundation for further studies in Physical Education or Health and Human Development. Practical sessions will focus on lifestyle and non-traditional activities with a focus on movement for health benefits and self-confidence. Students will take part in approximately one practical session per week.

### *Health and PE – Sporty Lifestyles*

**Semester:** Semester 1 or 2

**Teacher:** Mr Wald or Miss Morrow

**Course Content:**

In this unit students will investigate the different components of fitness, how they vary between activities and how they contribute to the wellbeing of people at different stages of their lives. Students learn to set personal fitness goals, design and carry out a fitness training program and evaluate its success. Evaluation of physical activity performance takes place in theory and practical settings. The musculoskeletal, cardiovascular and respiratory body systems are explored in relation to physical performance. Students investigate promoters, barriers and trends regarding participation in physical activity, recreation and sport in the community. During this unit, students are assessed on their interpersonal development as well as their progress in the health and personal development domain.

**Additional Information:**

This unit gives students a foundation for further study in Physical Education and is the recommended unit for progress into VCE Physical Education. Students will take part in approximately one practical session per week.

## ***Health and PE – Sports Enrichment***

**Semester:** Semester 1 ONLY

**Teacher:** Miss Morrow

### **Course Entry Requirements:**

Application process to enter into the Year 10 Sports Enrichment Program.

### **Course Content:**

Sports Enrichment has been designed to enable 'student-athletes' to achieve at the highest level of performance in their chosen field and also provide guidance on how to balance both their academic and sporting demands. The course will provide opportunity for individual and group mentoring sessions, development of personal fitness and sporting profiles and extension of knowledge of performance enhancing techniques within elite sport. Students will be provided the opportunity to attend recovery and strength & conditioning sessions, as well as exposure to specialised coaches in the various fields relevant to sport, such as nutrition, psychology and biomechanics.

### **Additional Information:**

This unit gives students a foundation for further study into VCE Physical Education.

## **Sports Enrichment**

### ***Year 11 & 12 Sports Enrichment Program***

**Semester:** No timetabled class – mentoring and staff support provided

**Teacher:** Miss Morrow or Ms Joyce

### **Course Entry Requirements:**

Application process to enter into the Year 11 & 12 Sports Enrichment Program. The program is aimed at students who are currently competing at an Academy, State, National or International level of competition.

### **Course Content:**

The Sports Enrichment Program has been designed to enable student athletes to achieve at the highest level of performance in their chosen field and also to provide guidance on how to balance both their academic and sporting demands. The program will provide opportunity for individual and group mentoring sessions, development of personal fitness levels and creating their own sporting profiles. The Sports Enrichment students will be provided the opportunity to attend recovery and strength & conditioning sessions, as well as exposure to specialised coaches in the various fields relevant to sport, such as nutrition, psychology and biomechanics.

### **Additional Information:**

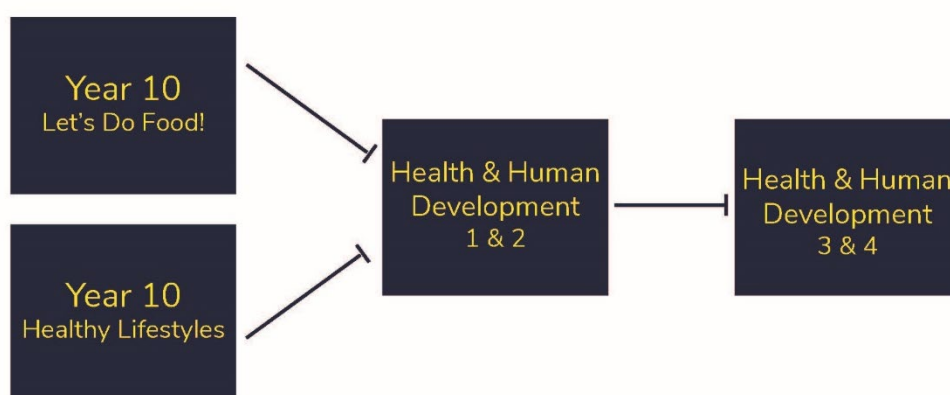
Students may negotiate their Year 11 & 12 subject load with the Senior Learning Coordinator Mrs Brown.

## VCE Curriculum

### Health and Human Development

VCE Health and Human Development provides students the opportunity to learn how important health and wellbeing is to themselves and to families, communities, nations and global society. The study provides opportunities for students to view health, wellbeing and development in a holistic manner – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.



#### *Health and Human Development Unit 1*

**Semester:** Semester 1

**Teacher:** [Ms Swasbrick](#) or [Mr Weaver](#)

**Course Content:**

**Understanding Health & Wellbeing**

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. Students will investigate the World Health Organization's (WHO) definition and also explore other interpretations. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders.

With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, investigating the role of food and the various nutrients and also through extended inquiry into one youth health focus area.

**Assessed Coursework:**

For this unit student are required to demonstrate three outcomes and will be assessed through various formats:

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis

- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis.

## *Health and Human Development Unit 2*

**Semester:** Semester 2

**Teacher:** [Ms Swasbrick](#) or [Mr Weaver](#)

### **Course Content:**

#### **Managing Health & Development**

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

### **Assessed Coursework:**

For this unit student are required to demonstrate three outcomes and will be assessed through various formats:

- a short written report, such as a media analysis, a research inquiry, a blog or a case study analysis
- oral presentation, such as a debate or a podcast
- a visual presentation such as a graphic organiser, a concept/mind map, an annotated poster, a digital presentation
- structured questions, including data analysis.

### **Additional Information:**

This subject is a Pathway for Food Technology subjects Unit 2 Health and Human Development can be studied as a stand-alone Unit or follow on from Unit 1.

## ***Health and Human Development Units 3 & 4***

**Semester:** Semesters 1 & 2

**Teacher:** Miss Morrow or Mr Weaver

### **Recommended Previous Studies:**

It is highly recommended that students complete either Unit 1 and/or Unit 2 of Health & Human Development.

### **Course Content:**

#### **Unit 3 - Australia's Health in a Globalised World**

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

#### **Unit 4 - Health & Human Development in a Global Context**

A global perspective is taken on achieving sustainable improvements in health and human development with creating an environment in which people can develop to their full potential and lead productive, creative lives in accord with their needs and interests. It is about expanding people's choices and enhancing capabilities; having access to knowledge, health and a decent standard of living, and participating in the life of their community and decisions affecting their lives and sustainability to meet the needs of the present without compromising the ability of future generations. A significant focus is on the Sustainable Development Goals in reducing the inequalities that result in human poverty and lead to inequalities in health status and human development.

### **Assessed Coursework:**

#### **Unit 3**

- School Assessed Coursework, comprising of 3 Tasks (25%)

#### **Unit 4**

- School Assessed Coursework, comprising of 3 Tasks (25%)
- End of semester exam (50%)

### **Career Pathways:**

- Health Promotion
- Community Health
- Research and Policy Development
- Humanitarian Aid Work
- Allied Health Practices
- Education
- Health Profession



## Outdoor and Environmental Studies

### *Outdoor and Environmental Studies Unit 1 & 2*

**Semester:** Semester 1 & 2

**Teacher:** Mr Wald

**Course Content:**

Do you sometimes feel there is more to life than just TV, Play Stations and i-Phones?  
Are you looking to put some excitement back in your life?

Then release your inner adventurer, live on the edge a little, come and explore the unknown. Sir Edmund Hillary once said “climbing to the summit of Mt. Everest is only half the journey; you have to make it back home.”

In Outdoor & Environmental Studies you will acquire the knowledge and skills to adventure into the unknown – and make it back safely! Outdoor adventure activities, including overnight camps, will provide the opportunity for students to explore the factors that affect an individual’s access to outdoor experiences and their relationship with the natural environment.

Outdoor and Environmental Studies offers students a range of pathways, and caters to those who wish to pursue further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

**Assessed Coursework:**

Assessment tasks for this unit are selected from the following:

- A journal/report of outdoor experiences
- A case study analysis
- Oral presentations
- Practical reports in a non-text format such as multimedia, audio podcasts, annotated visual display
- Data analysis
- Tests
- Written responses, including essays, short answers, weblogs, web discussion forums.

**Additional Information:**

Students are required to attend a variety of excursions and camps.

## ***Outdoor and Environmental Studies Units 3 & 4***

**Semester:** Semesters 1 & 2

**Teacher:** Mr Wald

### **Course Content:**

George Santayana stated, "Those who cannot remember the past are condemned to repeat it."

Historically, humans have modified natural environments to meet survival, commercial, conservation and recreation needs. For many, natural environments have become places for adventure, relaxation, scientific study, social action or enterprise. In Outdoor & Environmental Studies, we consider the relationships between humans and outdoor environments, as well as the management of the Australian environment in the past, present and future.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

Outdoor and Environmental Studies offers students a range of pathways, and caters to those who wish to pursue further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture

### **Assessed Coursework:**

Students are required to complete School Assessed Coursework (SACs) making up 50% of their result for these units. They are also required to complete an end of year examination worth 50%.

SACs are selected from:

- Case studies
- Tests
- Data analysis tasks
- Written analysis tasks

# Physical Education

## *Physical Education Unit 1*

**Semester:** Complete in Semester 2 (flipped course)

**Teacher:** Ms Morrow

**Recommended Previous Studies:**

Successful completion of Year 10 Sporty Lifestyles or Sports Enrichment is recommended.

**Course Content:**

Physical Activity, Sport & Society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate issues relevant to physical activity and/or sport. Using a social-ecological perspective, they evaluate the effect of individual, social, policy and physical environmental factors on participation in physical activity. Students develop an understanding of the historical, and current perspectives of the issue and forecast future trends.

**Assessed Coursework:**

The assessment task for Outcome 1 is:

- a written plan and a reflective folio demonstrating participation in a program designed to either increase physical activity levels and/or reduce sedentary behaviour

Suitable tasks for assessment of Outcome 2 may be selected from the following:

- a visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
- a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
- an oral presentation
- a written report

## *Physical Education Unit 2*

**Semester:** Completed in Semester 1 (flipped course)

**Teacher:** Ms Morrow

### **Recommended Previous Studies:**

Successful completion of VCE Physical Education semester 1, Year 10 Sporty Lifestyles or Sports Enrichment is recommended.

### **Course Content:**

#### The Human Body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity.

Using a contemporary approach, students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms.

### **Assessed Coursework:**

The core assessment task for Outcomes 1 and 2 is:

- a critically reflective folio/diary of participation in practical activities

Additionally, at least one task for the assessment of each of Outcomes 1 and 2 is to be selected from the following:

- a practical laboratory report linking key knowledge and key skills to a practical activity or practical activities
- a case study analysis, a data analysis, a written report or structured questions.
- a visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
- a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction or simulation
- a physical simulation or model
- an oral presentation such as podcast, debate

## ***Physical Education Units 3 & 4***

**Semester:** Semesters 1 & 2

**Teacher:** Ms Morrow

### **Recommended Previous Studies:**

Successful completion of VCE Physical Education Units 1 and 2 is recommended.

### **Course Content:**

#### Unit 3: Movement Skills & Energy for Physical Activity

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise and also explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

#### Unit 4: Training to Improve Performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity.

Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

### **Assessed Coursework:**

- Unit 3 School Assessed Coursework, comprising of 3 Tasks (25%)
- Unit 4 School Assessed Coursework, comprising of 3 Tasks (25%)
- Unit 3 & 4 Examination (50%)

## **VET Program**

### ***Certificate III in Sport and Recreation – SIS30115***

For further course information refer to the VET handbook which is located on the Lavalla Catholic College website or alternatively contact [Mrs Howard](#) the VET Adviser.

### ***Certificate III in Allied Health Assistance – HLT33015***

For further course information refer to the VET handbook which is located on the Lavalla Catholic College website or alternatively contact [Mrs Howard](#) the VET Adviser.