

 **Liverpool Girls’ High School**

 *Innovation Excellence Learning*

 **PDHPE**

 STAGE 6 PRELIMINARY ~ COURSE OUTLINE

![MC900331702[1]]()The *Preliminary 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.

MAIN TOPICS COVERED

***Preliminary Course …***

**Core Topics** (60%)

* Better Health for Individuals
* The Body in Motion

**Optional Component** (40%)

Students to select **two** options each from:

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

**COURSE REQUIREMENTS**

In addition to core studies, students select twooptions in the Preliminary course.

**SYLLABUS OUTCOMES**

*A student demonstrates a commitment to social justice through valuing diversity, equity and supportive environments*

* + *shows responsibility and a willingness to act for personal and community health*
	+ *shows a willingness to question issues that impact on health and performance*
	+ *values the technical and aesthetic qualities of and participation in physical activity*

*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

**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

**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)

**P14** demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)

**BOSTES PRELIMINARY ASSESSMENT INFORMATION**

|  |  |
| --- | --- |
| **Component** | **Weighting** |
| A | Knowledge and understanding of: • factors that affect health • the way the body moves  | 40  |
| B | Skills in: • influencing personal and community health • taking action to improve participation and performance in physical activity  | 30  |
| C | Skills in critical thinking, research and analysis  | 30  |
|  | **100**  |

EVIDENCE OF LEARNING (Assessment)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Task No.** | **Targeted Outcomes** | **Learning Context** | **Task** | **Date Due** | **Weighting** | **Marks** |
| A | B | C |
| 1 | P 7, 8 | Body in Motion | Video Analysis | Term 1Week 10 | 10% |  | 10% | 20% |
| 2 | P 12, 14 | Outdoor recreationFirst Aid | Scenario Based | Term 2Week 8 | 5% | 5% | 10% | 20% |
| 3 | P 4, 5 | Better Health for Individuals | Research Task | Term 3Week 6 | 10% | 5% | 5% | 20% |
| 4 | P 3, 9 | Body in MotionOutdoor RecreationFirst AidBetter Health for Individuals | End of Course Examination | Term 3Wks 9-10 | 15% | 20% | 5% | 40% |
| **TOTAL** | **40%** | **30%** | **30%** | **100%** |

**REPORTING PERFORMANCE AND ACHIEVEMENT IN PRELIMINARY COURSES**

The Common Grade Scale shown below is used to report student achievement and performance in the Preliminary Stage 6 year in all NSW schools.

The Common Grade Scale describes performance and achievement at each of five grade levels.

|  |  |
| --- | --- |
| A | The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| B | The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| C | The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| D | The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| E | The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas. |