



B O A R D O F S T U D I E S
N E W S O U T H W A L E S

Sport, Lifestyle and Recreation

**Content Endorsed Course
Stage 6**

Syllabus

2000

© 2000 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School students in NSW and teachers in schools in NSW may copy reasonable portions of the material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only;
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW;
- to acknowledge that the Material is provided by the Board of Studies NSW;
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee;
- to include this copyright notice in any copy made;
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 0 7313 4618 1

2000278

Updated March 2007 in response to the Australian Resuscitation Council's revised cardiopulmonary resuscitation (CPR) guidelines. Official Notice BOS 06/07 *Board Bulletin* Vol 16 No 1 (OBOS Job No 2007160)

Contents

1	The Higher School Certificate Program of Study	5
2	Rationale for Sport, Lifestyle and Recreation in the Stage 6 Curriculum	6
3	Continuum of Learning for Students of Sport, Lifestyle and Recreation	7
4	Aim	7
5	Objectives	7
6	Course Structure	8
7	Objectives and Outcomes	
	7.1 Table of Objectives and Outcomes	10
	7.2 Key Competencies	12
8	Modules	
	8.1 Aquatics	14
	8.2 Athletics	17
	8.3 Dance	19
	8.4 First Aid and Sports Injuries	22
	8.5 Fitness	25
	8.6 Games and Sports Applications I	27
	8.7 Games and Sports Applications II	27
	8.8 Gymnastics	30
	8.9 Healthy Lifestyle	33
	8.10 Individual Games and Sports Applications	36
	8.11 Outdoor Recreation	38
	8.12 Resistance Training	41
	8.13 Social Perspectives of Games and Sports	44
	8.14 Sports Administration	47
	8.15 Sports Coaching and Training	49
9	Course Requirements	52
10	Post-school Opportunities	53
11	Assessment of Sport, Lifestyle and Recreation	54

1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure that encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Rationale for Sport, Lifestyle and Recreation in the Stage 6 Curriculum

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.

The benefits of physical activity for the individual and the community as a whole are well documented. The individual can benefit from increased fitness and reduced incidence of lifestyle diseases such as cardiovascular and respiratory disease, obesity, diabetes mellitus, and osteoporosis. These benefits are complemented by positive psychological and social outcomes that characterise quality of life.

Good health is also a major community asset in that it leads to a reduced financial burden on the community. Health experts have identified the promotion of physical activity as one of the most potentially significant public health initiatives in Australia.

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.

Students also develop a preparedness to contribute to the establishment of a health-promoting community that is supportive of its members adopting a healthy lifestyle. The strength of the community in this regard is enhanced by its members having the necessary skills and desire to adopt a range of officiating and support roles introduced in this course.

This course caters for a wide range of student needs. It can assist students in developing:

- the qualities of a discerning consumer and an intelligent critic of physical activity and sport
- high levels of performance skill in particular sports
- the capacity to adopt administrative roles in community sport and recreation
- the skills of coach, trainer, first aid officer, referee and fitness leader. In the context of this course it may be possible for students to acquire recognised qualifications in these areas.

It is also a course of relevance to all students as it reinforces the importance of being active and helps to develop a repertoire of skills that will assist students to remain active throughout their lives.

The course features a highly practical focus: physical activity being both an area of study and a medium for learning. All students should be given significant opportunities to apply theoretical understanding to practical situations that are socially and culturally relevant and gender inclusive. School programs should provide a balance between offering experience in a range of movement contexts and the opportunity to specialise in a specific sport or recreational activity.

The areas of sports science, physical education and human movement present viable post-school study and career pathways. This course provides a sound platform for further study

and may offer some credit transfer opportunities into TAFE.* The Sport and Recreation industry is a major growth industry and in this course students will gain an understanding and appreciation of the vocational possibilities in this area.

3 Continuum of Learning for Students of Sport, Lifestyle and Recreation

Students of Sport, Lifestyle and Recreation bring a range of K–10 and other life experiences as background to their study. In particular, students engage in a minimum of 300 hours study of PDHPE in Years 7–10. The Content Endorsed Course structure enables the selection of modules that recognise and build on students' knowledge, understanding and skills.

Stage 6 students also have the opportunity of studying the Stage 6 PDHPE syllabus. Students may elect to study Sport, Lifestyle and Recreation in preference to PDHPE or to complement their study of PDHPE. Both situations are possible as this content endorsed course is sufficiently flexible to allow students to specialise in areas of interest that are not available in the Stage 6 PDHPE syllabus.

The study of Sport, Lifestyle and Recreation will support students in developing a commitment to, and capacity for, lifelong learning in this area. This may lead to further post-school study at University or TAFE or vocational training in the context of the workplace. Learning may also continue through ongoing life experiences in this as an area of personal interest.

4 Aim

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.

5 Objectives

Through the study of Sport, Lifestyle and Recreation students will develop:

1. knowledge and understanding of the factors that influence health and participation in physical activity
2. knowledge and understanding of the principles and processes impacting on the realisation of movement potential
3. the ability to analyse and implement strategies that promote health, physical activity and enhanced performance
4. a capacity to influence the participation and performance of self and others
5. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential

* Details of available credit transfer can be found at the HSC/TAFE Credit Transfer website (<http://www.det.nsw.edu.au/hsctafe>).

6 Course Structure

The Sport, Lifestyle and Recreation Course comprises 15 optional modules. There is no prescribed core component. Schools are able to select from these modules to develop programs that respond to student needs and interests.

The time allocated to each module is flexible within the range of 20–40 hours. When deciding on the duration of modules, consideration should be given to:

- the time required to achieve outcomes
- the level to which outcomes will be achieved
- the extent to which each module will be explored
- the requirements of TAFE courses for which there may be potential for credit transfer.

A range of courses may be offered as follows:

Units and Years of Study	Hours	Preliminary / HSC	Number of Modules
1 unit / 1 year	60	60 hours Preliminary or 60 hours HSC	2–3
1 unit / 2 years	120	60 hours Preliminary plus 60 hours HSC	3–6
2 units / 1 year	120	120 hours Preliminary or 120 hours HSC	3–6
2 units / 2 years	240	120 hours Preliminary plus 120 hours HSC	6–12

Modules

The modules in Sport, Lifestyle and Recreation are:

1. Aquatics
2. Athletics
3. Dance
4. First Aid and Sports Injuries
5. Fitness
6. Games and Sports Applications I
7. Games and Sports Applications II
8. Gymnastics
9. Healthy Lifestyle
10. Individual Games and Sports Applications
11. Outdoor Recreation
12. Resistance Training
13. Social Perspectives of Games and Sports
14. Sports Administration
15. Sports Coaching and Training

Students of Stage 6 Personal Development Health and Physical Education may also study Sport, Lifestyle and Recreation. Teachers should ensure however that the modules selected do not duplicate PDHPE modules.

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

Objectives	Outcomes
Students will develop:	A student:
1. knowledge and understanding of the factors that influence health and participation in physical activity	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. knowledge and understanding of the principles and processes impacting on the realisation of movement potential	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. the ability to analyse and implement strategies that promote health, physical activity and enhanced 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. a capacity to influence the participation and performance of self and others.	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. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	Values and Attitudes 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

Outcomes	Related Modules														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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	✓			✓									✓	✓	✓

7.2 Key Competencies

The Sport, Lifestyle and Recreation Content Endorsed Course Stage 6 provides a context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

The following key competencies are embedded in Sport, Lifestyle and Recreation to enhance student learning:

Collecting, Analysing and Organising Information

Students will learn to appreciate the dynamic nature of this learning area. They need to be responsive to changing understanding, and new techniques and developments in rules and regulations that govern sport and recreation. The ability to collect, analyse and organise information is fundamental to this process. Students are encouraged to be self-directed learners in pursuing a thorough understanding of particular areas of interest. Each module suggests some of the areas that students may wish to explore in greater detail.

This course provides the unique challenge of collecting, analysing and organising information related to quality of movement. By using a range of feedback sources to analyse strengths and weaknesses, students are able to identify ways in which performance can be improved.

Communicating Ideas and Information

Students have the opportunity to present information in a wide range of ways. These include, for example, the nonverbal communication relevant to performing, officiating and carrying out other sports-related roles, and the precise text associated with various first aid management processes. Students also develop the ability to express meaning through movement and to appreciate the aesthetic elements of movement.

Planning and Organising Activities

A key intent of the course is that students will be more active and will positively influence the level of activity of others in the community. They will have the opportunity to make personal plans to increase activity and improve performance. They will also plan and conduct physical activity opportunities for others. This may include leading peer coaching sessions, organising in-school competitions or raising others' awareness of opportunities for activity in the community.

Working With Others and in Teams

There is considerable opportunity for students to adopt a range of cooperative and leadership roles in this course. The sporting context is one in which the principle of individuals working towards a common goal can be clearly illustrated.

Using Mathematical Ideas and Techniques

Almost every sport-related activity has a mathematical dimension. Students apply mathematical techniques when they analyse the biomechanical principles that underpin successful technique, quantify judgments about the quality of performance, measure

components of fitness, monitor their development over time, and allocate time to the components of a coaching session.

Using Technology

Sport in contemporary Australian society has embraced technology, which has led to improvements in performance. Technology has affected clothing and equipment, technique, training programs, nutrition, hydration and supplementation. Students use computer-based and other technologies to measure and monitor fitness, to record and analyse movement and to design and evaluate programs to achieve personal goals.

Student learning will also be enhanced through the use of computer-based technologies in the contexts of research, communication and planning.

Solving Problems

In this syllabus the development of many of the competencies occurs as a response to particular problems. Sport is a dynamic medium for presenting the participant with a constantly changing set of circumstances to which to respond. Through situational rehearsal students develop the capacity to resolve new problems intuitively.

Students have opportunities to consider their personal goals and aspirations, to identify barriers and facilitators to achieving them, and to devise ways to overcome the barriers and enhance the facilitators.

8 Modules

8.1 Aquatics

Module Description

In this module students will develop the knowledge, understanding and skills necessary for safe and rewarding participation in aquatic activities. Students will participate in a wide variety of challenging individual and group activities in the aquatic environment.

As a result of studying this module, students will improve fitness levels, develop swimming and lifesaving skills and appreciate the range of activities offered by aquatic environments.

Students may extend their study in this module in areas such as analysis of scientific principles used in swimming stroke production, recording improvements in swimming ability and fitness, completing an RLSSA award or choreographing a synchronised swimming routine.

Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.2 analyses the fitness requirements of specific activities
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.6 assesses and responds appropriately to emergency care situations
- 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

Content

Students learn about:

Swimming

- features common to all strokes
- stroke technique in backstroke, freestyle, breaststroke, butterfly
- lifesaving strokes – sidestroke, survival backstroke

Lifesaving

- water safety

Students learn to:

- explain the importance of streamlined body position and hand entry and exit to efficient stroke technique
- develop speed, technique and personal fitness in racing strokes
- demonstrate correct and efficient technique for lifesaving strokes
- identify potentially unsafe water environments
- use the RLSSA Aquacode to ensure safety in water environments

- personal survival techniques
 - entries
 - survival swimming
 - floating
 - signaling for help
- rescue principles
 - awareness
 - assessment
 - action
 - after care
- categories of drowning casualties
 - non-swimmer
 - weak swimmer
 - injured
 - unconscious
- non-swimming rescues
 - reach
 - throw
- swimming rescues
 - wade
 - tow
 - defensive position
- resuscitation
 - cardiopulmonary resuscitation (CPR)
 - emergency services
- demonstrate competence in the full range of personal survival techniques
- demonstrate efficiency in a range of rescue situations
- identify the category of a casualty in an emergency care situation and respond appropriately
- assess situations requiring non-swimming rescues and respond appropriately
- maintain personal safety while performing swimming rescues
- demonstrate basic resuscitation procedures and explain when and how to access emergency services

Aquatic Activities

- recreation vs competition
- distinguish between aquatic activities that have a recreational and competitive focus
- benefits of aquatic activities
- investigate the benefits of participation in aquatic recreation for specific population groups (eg toddlers, elderly, asthmatics)
- types of aquatic activities
 - skills
 - techniques
 - rules
 - selected activities*
- identify the types of aquatic activities available in the local area
- participate with confidence and competence in a variety of aquatic recreation activities
- improve personal skill level and physical fitness in selected aquatic activities
- participate safely and in accordance with the rules governing various aquatic activities.

Students may wish to further explore aquatics through areas such as:

* Examples of aquatic activities include water polo, synchronized swimming, surfing, biathlon, snorkeling and aquarobics.

- demonstrating the impact of efficient technique in a variety of strokes (eg pitch of hands, hand entry and exit, pull and push phases and streamlined body position)
- maintaining a diary recording improvements in swimming fitness (eg 12 minute swim distances) and swimming speed (eg times for races in variety of strokes)
- completing a RLSSA award program or instructing a group in a RLSSA award
- choreographing a synchronised swimming routine demonstrating formations, direction, level and use of space
- researching patterns of participation in aquatic activities in the local area.

8.2 Athletics

Module Description

In this module students will develop the knowledge, understanding and skills necessary to participate in and analyse athletic programs. Students investigate types of athletic events, ways to improve participant performance in athletics, the ethical and organisational responsibilities of participants and current approaches to specific events.

Students may extend their study of this module in areas such as performing in multi-event formats, investigating advanced training techniques or pursuing coaching accreditation.

Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 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
- 2.5 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 design programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 4.4 demonstrates competence and confidence in movement contexts

Content

Students learn about:

Types of Athletic Events

- track events
 - sprint
 - middle distance
 - long distance
 - hurdles
 - relays
- field events
 - javelin
 - discus
 - shot put
 - long jump
 - triple jump
 - high jump

Students learn to:

- show a basic level of competence in each area of track and field events (ie run, throw and jump)
- perform each event in accordance with the rules governing the activity
- analyse body composition to determine suitability for particular events

Improving Performance

- advanced technique
 - biomechanical principles
 - range of techniques for each event
 - impact of technology
 - tactics
- training plans
 - goal setting
 - skill development
 - specific fitness requirements
 - specific warm-up
 - periodisation
- body maintenance
 - nutrition and hydration
 - injury prevention strategies
- experiment with technique modifications to suit body type
- demonstrate sound technique in chosen events
- develop a personal training program in relation to personal goals
- select and implement appropriate flexibility activities as part of warm-up
- describe pre-event and post-event body maintenance procedures

Participant Roles and Responsibilities

- athletes
 - commitment
 - ethical practice
 - safety
- administrators
 - event officials
 - coaches
- recognise the ethical issues related to participation in athletics
- demonstrate appropriate safety procedures (eg correct handling of equipment, safe movement around field, warm-up and warm-down)
- critically examine the role of athletes and administrators in creating a safe environment
- demonstrate competence in roles such as measuring, timing, recording and judging
- analyse performance and provide feedback.

Students may wish to further explore athletics through areas such as:

- comparing performance against standards by participating in athletics awards schemes or by referring to multi-events points tables
- obtaining level one coaching or officials accreditation
- investigating the special training needs of athletes in combined events such as the heptathlon and decathlon
- investigating the opportunities for participation in athletics throughout the life span
- investigating in greater detail the biomechanics of events
- pursuing a high level of competence in chosen events.

8.3 Dance

Module Description

In this module students will develop knowledge, understanding and skills in composition, performance and appreciation. Students will examine the process of dance composition and design and implement criteria for dance evaluation.

As a result of studying this module, students will develop competence in a variety of dance styles as an individual and group performer.

Students may extend the study of this module in a range of ways including a detailed compositional work, staging and performing an original dance or an investigation and analysis of safe dance practices.

Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 3.4 composes, performs and appraises movement
- 4.4 demonstrates competence and confidence in movement contexts

Content

Students learn about:

Dance Styles

- selected dance styles from the following:
 - Aboriginal
 - Afro-Caribbean
 - Contemporary
 - Creative
 - Folk
 - Jazz
 - Modern
 - Social (Latin American & Ballroom)

Students learn to:

- examine a variety of dance styles in relation to:
 - nature of the style/s
 - origin of style
 - social attitudes and images
- analyse dance styles, identifying similarities and differences in dance steps, holds and formations

Composition and Performance

- elements of composition
 - space (direction, level, dimensions, patterns and formations)
 - dynamics (force and flow)
 - time and rhythm
 - relationships (body parts, other people, equipment/props, points of contact)
- demonstrate how the elements of composition apply to specific dance styles and performances
- compose a creative dance that emphasises a specific element (eg force — strong, weak, explosive, jerky)
- analyse a dance performance in terms of the way that the elements are represented

- stimuli for composition (eg kinaesthetic, visual, auditory, tactile)
- choreograph and perform movement sequences and dances based on a range of stimuli
- process of dance making
 - defining the purpose
 - considering the characteristics and conventions of the style
 - generating/creating movement relevant to the purpose
 - exploring variations to movement composition
 - improvising
 - learning new skills
 - selecting and refining movements
 - combining and arranging movements (sequencing, transitions, variation, repetition)
- apply the process of dance making to the choreography of a movement sequence or dance
- performing
 - specific audiences
 - stagecraft
 - presentation
- perform with confidence and competence for a variety of selected audiences
- explain how the nature of dance performances vary depending on the intended audience
- safe dance practices
 - adequate and appropriate warm-up/warm-down
 - clothing and footwear
- recognise variations in warm-up/down appropriate to specific dance styles undertaken
- demonstrate how movement can be modified to avoid unsafe practices

Appraising Performance

- methods of appraisal (observing, analysing and experiencing)
- identify a variety of appraisal methods and the role of each in enhancing performance
- role of appraisers/evaluators/judges
 - appreciation
 - provide support and feedback
 - critique performance
- designing and applying criteria
 - set criteria
 - personal criteria
 - aspects of appraisal (elements of composition, creativity and innovation, achievement of purpose, compulsory elements)
 - communicating the appraisal
- design and apply criteria for appraising performance.

Students may wish to further explore dance through areas such as:

- researching a quality dance performance with reference to background, choreography, elements of composition, staging and critical reviews
- interviewing dancers at all levels to determine the types of injury that commonly occur and the reasons for them
- designing an information package showing safe dance exercises and practices in order to prevent injuries
- using a variety of sources including the internet to research the art of choreography; include ways to notate dance using computer-based graphics
- composing an original dance piece, keeping a journal of the planning, composition and performing phases
- presenting a critical review of a dance performance based on personal criteria.

8.4 First Aid and Sport Injuries

Module Description

In this module students develop the knowledge, understanding and skills necessary to assess and manage a variety of injury-related situations. Students will explore resuscitation procedures, preventive strategies, and assessment and management of first aid and of sports injuries.

As a result of studying this module students will develop confidence in responding appropriately to emergency situations.

Students may extend their study of this module through completion of a first aid qualification, research into the roles of medical staff in management and rehabilitation of injuries and in-depth analysis of the physiological response to injury and rehabilitative procedures.

Outcomes

- 1.3 demonstrates ways to enhance safety in physical activity
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.6 assesses and responds appropriately to emergency care situations
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 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

Content

Students learn about:

Emergency Care

- assessment of the situation
- DRABCD (Danger, Response, Airway, Breathing, Compressions, Defibrillation)
- CPR (Cardiopulmonary Resuscitation)
- emergency services

Students learn to:

- assess the danger to themselves, the casualty and others in a variety of first aid situations
- prioritise the management of multiple casualties in a first aid situation
- conduct the assessment and treatment of casualties using DRABCD
- demonstrate the procedures for CPR
- identify the point at which medical referral is required in first aid situations
- outline the information that emergency services will require in a first aid situation

Managing Conditions

- unconsciousness
- shock
- bleeding
- neck and spinal injuries
- heart attack
- asthma
- epilepsy
- diabetes
- poisons, bites and stings
- identify the signs and symptoms of each condition
- demonstrate the management of a person with each condition
- place a casualty in the lateral recovery position

Managing Injuries

- fractures of the limbs
- dislocations
- concussion
- burns
- cramps
- identify the signs and symptoms of the injuries listed
- apply management techniques for each injury
- explain when medical referral is required for injuries and medical conditions

Principles of Sports Injury Management

- prevention
 - describe how warm-up helps reduce the risk of injury
 - plan and conduct warm-up sessions consisting of low intensity activities, stretching and sports-specific activities
- incident
 - describe procedures for assessing the nature of the incident and prioritising action
 - conduct an initial assessment of an injury using STOP (Stop, Talk, Observe, Prevent)
 - conduct a full assessment of the injury, to determine if the injured athlete can resume play, using TOTAPS (Talk, Observe, Touch, Active movement, Passive movement, Skills test)
- referral
 - explain the point at which medical referral is required in a variety of first aid situations
- rehabilitation
 - identify the health professionals that guide the rehabilitation process
 - describe the importance of a full rehabilitation to the prevention of further injury

Types of Sports Injuries

- hard tissue
- soft tissue
- overuse
- heat injuries
- distinguish between hard and soft tissue injuries
- explain the nature of overuse injuries

Managing Sports Injuries

- slings, bandaging and taping
- demonstrate the application of a sling to manage an injury
- demonstrate basic bandaging and taping skills
- RICER (Rest, Ice, Compression, Elevation, Referral)
- explain the impact of the RICER procedure on injury recovery time
- apply the RICER procedure to a range of soft tissue injuries
- thermoregulation
 - hypothermia
 - hyperthermia
- plan hydration procedures to prevent heat injuries.

Students may wish to further explore first aid and sports injuries through areas such as:

- completing a WorkCover approved first aid accreditation course such as St Johns or Red Cross Certificate.
- completing a sports medicine accreditation such as SMAC level 0
- gaining a resuscitation qualification
- researching the roles of doctor, physiotherapist, sports trainer in the diagnosis and rehabilitation of sports injuries
- examining the physiological responses of the body at the site of a sports injury.

8.5 Fitness

Module Description

In this module students will develop the knowledge, understanding and skills necessary to design, implement and evaluate individual fitness programs. Students will examine the nature of fitness, the key elements of fitness program design and how fitness can be improved.

As a result of studying this module students will develop a repertoire of fitness activities in order to design, implement and evaluate their own individual fitness program. In the process they will gain benefits in their short-term and long-term health, fitness and performance. Students may undertake further detailed study in areas such as phases of competition, training periodisation, extended fitness program analysis or application of module concepts to specific groups of athletes.

Outcomes

- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.2 analyses the fitness requirements of specific activities
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 4.1 plans strategies to achieve performance goals

Content

Students learn about:

Nature of Fitness

- health-related
 - cardio-respiratory endurance
 - muscular strength
 - muscular endurance
 - flexibility
 - body composition
- skill-related
 - power
 - agility
 - co-ordination
 - speed
 - balance
 - reaction time
- fitness vs physical activity
 - guidelines for physical activity
 - benefits of physical activity

Students learn to:

- conduct the measurement of health-related and skill-related fitness components
- analyse and interpret results of health and skill-related fitness tests
- discern the relevance of various fitness and activity programs for groups and individuals

Fitness Programming

- FITT principle (Frequency, Intensity, Type, Time)
- apply the FITT principle to design an individual fitness program
- considerations for individual program design
 - individual needs/hereditary factors
 - muscle fibre composition
 - somatotype
 - gender
 - age
 - training background
- explain how program design can cater for individual circumstances
- explain the relevance of prescreening procedures to program design
- safety considerations
 - contra-indicated activities
 - warm-up/warm-down
 - legal responsibilities
- integrate safety considerations in the design of individual fitness programs
- suggest safe alternatives for contra-indicated activities

Improving Fitness

- nature of aerobic and anaerobic fitness
 - intensity
 - duration
 - recovery
 - energy source
 - psychological benefits
- identify individual aerobic and anaerobic thresholds
- participate in a range of activities designed to enhance aerobic and anaerobic capacity
- training thresholds
 - aerobic
 - anaerobic
- identify and describe the physiological responses to aerobic and anaerobic activities
- conduct and analyse fitness tests for aerobic and anaerobic activities (eg use of heart rate monitors, talk test)
- types of training
 - aerobic
 - circuit
 - fartlek
 - interval
 - continuous
- evaluate types of training in terms of their suitability for individual performance goals
- design, perform and evaluate fitness programs to improve performance in aerobic and anaerobic activities.

Students may wish to further explore individual performance activities through areas such as:

- maintaining a training journal to monitor progress
- conducting and evaluating a training program for an extended period of time (ie greater than 4–6 weeks)
- designing, implementing and evaluating a training program for a specific group (eg school cross-country or soccer team)
- developing a fitness program based on periodisation principles.

8.6 Games and Sports Applications I

8.7 Games and Sports Applications II

Module Description

In these modules students will develop knowledge, understanding and skills that promote confidence and success in a range of games and sports. Students will investigate elements of movement in selected activities and aspects of team dynamics as they develop competence and positive attitudes towards participation.

While it is expected that students will explore a range of performance activities in examining module concepts, they will need the opportunity to specialise in order to develop high levels of competence. For students studying a 40 hour module there may be scope to do a detailed investigation of several selected activities.

As a result of studying this module, students will be able to skilfully and confidently participate in a selected game or sport. This may then lead to an increased prospect of long-term involvement in this form of physical activity. Students may undertake further detailed study in areas such as an independent research project of a chosen activity or in seeking qualifications as a coach, umpire or referee.

In *Games and Sports Applications I*, the emphasis is on activities with the following characteristics:

- opponents simultaneously occupy the same defined area of play
- opponents generally compete for the space on the field of play
- in defence, players stop the opponents' progress through:
 - body contact
 - body position to block the passage of movement
 - intercepting the implement of play while it is being manipulated by the opponent
- in offence, players
 - avoid the opponent
 - control the implements of play.

Examples of games and sports in this module are: Australian Rules Football, Basketball, Hockey, Futsal, Korfball, Lacrosse, Netball, Rugby, Soccer, Team (European) Handball, Touch, Water Polo.

In *Games and Sports Applications II*, the emphasis is on activities with the following characteristics:

- players intercept the implements of play or the direction of movement of players
- players occupy space critical to their opponent
- body contact does not generally occur
- players generally cannot block a player's passage of movement
- in some activities, players are separated by a net.

Examples of games and sports in this module are: Badminton, Baseball, Beach Volleyball, Bocce, Cricket, Croquet, Lawn Bowls, Racquetball, Softball, Squash, Table Tennis, Tennis, Volleyball.

Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.1 explains the principles of skill development and training
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 4.1 plans strategies to achieve performance goals
- 4.4 demonstrates competence and confidence in movement contexts.

Content

Students learn about:

Student learn to:

Elements of Specific Games and Sports Activities

- | | |
|--|--|
| <ul style="list-style-type: none">• performance characteristics<ul style="list-style-type: none">- rules- equipment- space- team members- opposition players- offensive/defensive formations- specified performance outcomes | <ul style="list-style-type: none">• analyse the key performance characteristics in relation to specific activities |
| <ul style="list-style-type: none">• participant responsibilities in the chosen activity<ul style="list-style-type: none">- safety- legal requirements- ethical issues- etiquette | <ul style="list-style-type: none">• participate safely in selected activities observing accepted conventions |
| <ul style="list-style-type: none">• ways to participate<ul style="list-style-type: none">- social activity- competitions | <ul style="list-style-type: none">• identify the benefits associated with social and competitive participation |

Games and Sports Strategies and Skills

- defensive strategies
 - positional play (defensive positions, formations)
 - patterns of movement (reducing space, manipulating tempo)
 - offensive strategies
 - positional play (offensive positions, formations)
 - patterns of movement (creating space, set plays)
 - manipulative skills
 - techniques
 - practise methods
- adapt to the specific requirements of various defensive positions and formations.
 - design and implement a defensive strategy
 - adapt to the specific requirements of various offensive positions and formations
 - design and implement an offensive strategy
 - display competence in a range of manipulative skills

Aspects of Team Play

- individual vs team responsibilities
 - leadership
 - positional responsibilities
 - application of defensive and offensive strategies in performance environments
- accept and perform leadership and other team roles to enhance group performance
 - select and perform appropriate offensive and defensive strategies in a range of competitive situations.

Students may wish to further explore Games and Sports Applications I or II through areas such as:

- conducting independent research of a chosen activity including, for example: performance characteristics, rules, performance outcomes for the range of participants, offensive/defensive strategies, how to manage team dynamics
- designing, implementing and evaluating offensive and defensive strategies for a school sport team in a chosen activity
- completing a coaching accreditation program for a chosen activity
- completing a refereeing/umpiring accreditation program in a chosen activity.

8.8 Gymnastics

Module Description

In this module students will develop understanding and skills that lead to increased confidence and competence in gymnastic activities. Students will develop skills in each of the Dominant Movement Patterns (DMP) and apply these on a range of apparatus. Students should be given opportunity to specialise in selected apparatus.

As a result of studying this module, students will improve gymnastic skill level, movement awareness, personal strength and flexibility.

Students may extend the study of this module through examination of scientific principles affecting the execution of gymnastic skills, the performance of personally choreographed routines or participation in gymnastic clubs and coaching courses.

Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.4 composes, performs and appraises movement
- 4.4 demonstrates competence and confidence in movement contexts

Content

Students learn about:

Safety Considerations

- rules
- safe use of equipment
- spotting
- warm-up
- physical preparation

Students learn to:

- apply rules related to participation in gymnastics lessons and events
- adopt safe practices when setting up and using gymnastic equipment
- assist others to perform skills by performing correct spotting procedures
- design warm-up routines related to specific gymnastics activities
- develop personal strength and flexibility through physical preparation activities (eg sit ups, PNF stretching)

Dominant Movement Patterns (DMP)

- statics
 - equilibrium
 - support
 - hang
 - balance
 - landings
 - controlled descent on 1 or 2 feet and 2 hands
 - controlled fall
 - rotations
 - movement around an axis
 - acrobatic elements (rolls, somersaults, aerial twists)
 - swing
 - glides
 - casts
 - long swings
 - spring
 - springing from 2 feet, 1 foot, 2 hands
 - flight
 - mounts and dismounts
 - tumbling and vaulting
 - mini-trampoline and trampoline
- demonstrate ways of holding the body in a static position
 - demonstrate competence in a range of statics activities using apparatus
 - demonstrate safe landings in a range of activities
 - control a fall off any apparatus to minimise injury
 - explain the biomechanical principles associated with controlled landings (eg large base of support)
 - demonstrate a range of long axis turns and twists to the left and right
 - demonstrate broad axis rolls (forward, backward, sideways) and somersault
 - demonstrate a range of rolls and long and broad axis rotations off the mini-tramp and floor
 - maintain 'tight body posture' in swing activities
 - demonstrate a range of swing activities on a variety of apparatus
 - demonstrate competence in a range of spring activities on floor, beat board and beam
 - competently combine spring, flight and landings on a variety of apparatus

Gymnastic Apparatus

- women's and men's artistic
 - rhythmic Sportive Gymnastics (RSG)
- demonstrate skills on a range of apparatus (eg vault, uneven bars, beam, floor, rings, pommel, high bar and parallel bars)
 - develop skills using equipment such as ball, hoop, ribbon and clubs

Appreciation

- criteria for judging routines
 - established criteria
 - deductions
 - compulsory elements
- identify and appreciate the qualities of elite performance

- personal criteria for evaluating class routines
 - rating scales
 - checklists
- develop a personal criteria to evaluate class routines.

Students may wish to further explore gymnastics through areas such as:

- investigating the relationship between centre of gravity, base of support and stability
- explaining and demonstrating the mechanical principles that affect gymnastic activities (eg the mechanical principles that affect the flight path of a gymnast in a dive roll are angle of take-off, speed of take-off, and height of centre of gravity at take-off)
- composing an individual gymnastic routine consisting of skills from all DMPs on an apparatus of choice
- completing a level 1 gymnastics coaching or judging accreditation course
- providing assistance to a coach at a local gymnastics club.

8.9 Healthy Lifestyle

Module Description

In this module students examine the components of a healthy lifestyle and the factors that influence lifestyle. Students will investigate lifestyle balance, focusing on physical activity, nutrition and drug use. Students will examine the consequences of imbalance with specific reference to particular health issues affecting young people.

As a result of studying this module, students will develop the knowledge, understanding and skills required to analyse lifestyle practices and improve their personal health. Students may extend the study of this module by conducting surveys related to lifestyle and by completing a detailed analysis of personal lifestyle practices.

Outcomes

- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 3.5 analyses personal health practices
- 4.3 makes strategic plans to overcome the barriers to personal and community health

Content

Students learn about:

Nature of Lifestyle

- lifestyle components
 - work (paid and unpaid work, study)
 - recreation (active and passive)
 - exercise
 - relaxation
 - sleep
- factors influencing lifestyle
 - relationships (parents, peers, significant others)
 - personal skills
 - socioeconomic status
 - geographic factors
 - sociocultural influences
 - media
 - education

Students learn to:

- describe the components of a balanced lifestyle
- explain how a balanced lifestyle contributes to optimal health
- assess the degree to which their personal lifestyle is health-promoting
- predict the consequences of an unbalanced lifestyle
- describe the impact of various factors on development of a healthy lifestyle
- develop the personal skills that enhance health (decision making, communication)
- suggest ways to overcome the barriers to a healthy lifestyle
- explain how personal circumstances contribute to current lifestyle patterns
- describe the physical and social benefits of participation in physical activity

Physical Activity

- benefits of participation

- factors influencing activity choice
- explain how social, environmental and personal factors influence participation levels
- types of activity
 - recreational
 - organised activity
 - competitive
 - non-competitive
- participate confidently in a range of physical activities
- select activities suited to individual needs, interest and lifestyle

Nutrition

- dietary guidelines
- evaluate nutritional practices in relation to current Australian dietary guidelines
- critically examine the factors that influence dietary choice
- nutrition, exercise and health
- analyse the relationship between nutrition, exercise and energy balance
- consequences of nutritional imbalance
 - short-term
 - long-term
- describe the short-term and long-term consequences of a diet too high or low in certain nutrients

Drug Use

- types of drugs
 - medications
 - smoking
 - alcohol
 - cannabis
 - other illegal drugs
- interpret the current trends in drug use of young people
- reasons for drug use
- explain how social, environmental and personal factors influence drug use in young people
- consequences of drug use
 - short-term and long-term
 - personal and community
- describe the short-term and long-term health consequences of drug use
- examine the social and economic costs associated with drug misuse
- propose strategies for minimising harm associated with drug use (eg refusal skills, planning a safe way home)

Selected Health Issues of Young People

- road trauma
- interpret morbidity and mortality trends for young people
- obesity
- examine personal lifestyle practices, and environmental and sociocultural factors contributing to health status
- eating disorders
- evaluate the effectiveness of health promotion campaigns targeting young people
- mental health
- investigate and discern the reliability of various sources of health information (eg television, internet, newspaper, journals).
- skin cancer
- STDs and blood-borne viruses
- asthma
- drug abuse

Students may wish to further explore healthy lifestyles through areas such as:

- designing a checklist for young people to determine their ‘at risk behaviours’ associated with the health issues
- surveying a population group to assess their physical activity level, nutritional status and drug use patterns
- conducting a personal profile analysis of lifestyle factors
- reviewing internet sites related to the health issues of young people.

8.10 Individual Games and Sports Applications

Module Description

In this module students will develop knowledge, understanding and skills that promote confidence and success in games and sports activities that are individually orientated*. Students will investigate elements of individual performance in a chosen activity and how practice and training can improve individual performance.

While it is expected that students will explore a range of performance activities in examining module concepts, they will need opportunity to specialise in order to develop high levels of competence. For students studying a 40 hour module there may be scope to do a detailed investigation of several individual games and sports.

As a result of studying this module students will be able to skilfully and confidently participate in individual performance type activities. This may then lead to an increased prospect of a long-term involvement in this form of physical activity. Students may undertake further detailed study in areas such as an independent research project of an individual performance activity, extended performance analysis or in devising training programs to meet their own personal goals or those of others.

Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.1 explains the principles of skill development and training
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 4.1 plans strategies to achieve performance goals
- 4.4 demonstrates competence and confidence in movement contexts

Content

Students learn about:

Elements of Individual Performance

- performance characteristics
 - rules
 - technique
 - equipment
 - space, time, rhythm, relationships
 - specified performance outcomes
- participant responsibilities in the chosen activity
 - safety
 - legal requirements
 - ethical issues
 - etiquette

Students learn to:

- analyse the key performance characteristics in relation to specific activities
- participate safely in individual activities observing accepted conventions

* Individual performance activities are defined as those performed in isolation. In most cases this will be against a pre-determined standard or it may be against the performances of other individuals. Examples of individual performance activities include golf, archery, rowing, canoeing, cycling, triathlon, speed skating, ten pin bowling, and weightlifting.

Individual Performance and Competition

- performance measures
 - scoring procedures and calculations
 - standards of performance
 - competition types and handicaps
- strategies and tactics involved in the chosen activity
- psychological aspects when competing in the chosen activity
- measure and compare performance in an individual activity
- compare competitive and non-competitive approaches for participation in particular activities
- modify performance standards and measures to suit the individual needs of the performer
- identify and apply a range of strategies and tactics that promote effective participation
- select and rehearse a range of psychological principles that promote improved performance (eg mental rehearsal in diving)

Practice, Training and Individual Performance

- skill acquisition
 - stages of learning
 - factors affecting skill acquisition
- technical aspects of performance in the chosen activity
- types of practice in the chosen activity
- training programs
- develop and implement a range of methodologies for sequential skill development and enhanced performance
- analyse performance and practise the techniques required for improvement
- display competence in a range of movement skills
- design and implement a training program to achieve individual performance goals.

Students may wish to further explore individual performance activities through areas such as:

- conducting independent research of a chosen activity including, for example: performance characteristics, rules, technique, strategies, equipment, space, time/rhythm, performance outcomes for the range of participants
- designing, implementing and evaluating a training program for a specific group of athletes
- maintaining a training/performance journal to monitor and evaluate performance over an extended period of time
- analysing the training methodologies of elite performers in a selected field.

8.11 Outdoor Recreation

Module Description

In this module students will develop the skills and knowledge necessary to participate safely in outdoor recreation activities. Students will investigate reasons for participation in outdoor recreation, and develop the skills associated with navigation, wilderness first aid and campsite planning. Students should be provided with opportunities to participate in practical outdoor recreation activities and simulations throughout this module.

As a result of studying this module students will learn to plan and implement their own outdoor recreation expeditions and will develop an appreciation for the benefits offered by a variety of popular activities.

Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 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
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 3.6 assesses and responds appropriately to emergency care situations
- 4.1 plans strategies to achieve performance goals
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.4 demonstrates competence and confidence in movement contexts

Content

Students learn about:

Students learn to:

Outdoor Recreation Opportunities

- suitability of Australian climate and terrain
- reasons for participation
 - challenge
 - social benefits
 - personal growth
 - physical development
 - psychological benefits
 - appreciation of the environment
- assess the suitability of Australia's natural environment for participation in a range of outdoor recreation activities
- identify outdoor recreational facilities that can be accessed in the local area
- analyse the reasons for participation in a variety of outdoor activities

- outdoor activities*
 - safety considerations
 - skills and techniques
 - equipment
- participate with confidence and competence in a variety of outdoor recreation activities

Skills Involved in Outdoor Recreation

- navigation
 - compass reading
 - map reading
 - route planning
 - natural navigation
- navigate competently using a compass and map
- navigate using only the stars and sun
- preservation and conservation
 - flora and fauna
 - low impact hiking and camping
- describe measures that can be taken in order to preserve the natural environment while engaged in outdoor recreation
- wilderness first aid
 - essential first aid supplies
 - improvisation
- develop strategies for the prevention and management of common wilderness first aid situations such as burns, fractures, sprains and hypothermia
- weather interpretation
 - meteorological charts
 - natural signs
- access and interpret weather reports
- adapt plans to accommodate changes in weather

Planning in Outdoor Recreation

- equipment requirements
 - maintenance of equipment
 - clothing requirements
 - food and water requirements
- develop a detailed plan for the outdoor recreation activity of their choice
- safety requirements
 - notification of authorities
 - alternate plans
 - escape routes
 - emergency procedures
- interpret maps and other information to plan a safe route
- prepare a safety action plan for a planned outdoor recreation experience
- construct an emergency shelter
- campsite planning and skills
 - site selection
 - roles and responsibilities
 - camp skills
- demonstrate competence in a range of camp skills
- adopt appropriate roles to manage the requirements of outdoor recreation situations.

* Examples of outdoor activities include canoeing, surfing, cross-country skiing, orienteering, rock climbing, bushwalking. In selecting activities, teachers should be aware of the policies that apply to conducting them safely and ensure that they have the necessary qualifications.

Students may wish to further explore outdoor recreation through areas such as:

- participating in an outdoor recreation field trip
- planning for a hypothetical outdoor recreation experience
- examining a case study of a popular local outdoor recreation venue
- designing a course for a school orienteering competition
- assisting in the leadership of a junior outdoor education camp.

8.12 Resistance Training

Module Description

In this module students will develop the knowledge and skills necessary to plan and implement safe and effective resistance training programs. Students will investigate the various forms and uses of muscle training and will design resistance programs incorporating overload techniques.

It is expected that students will engage in significant practical application experiences as they study the theory and principles of strength training. As a result of studying this module students will be able to plan personal strength training sessions using safe and effective methods.

Students may extend the study of this module by investigating the lifestyle and training regimes of body builders, by developing and analysing resistance programs for particular athletes with specific needs and by monitoring personal progress on a strength training program.

Outcomes

- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 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
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 4.4 demonstrates competence and confidence in movement contexts

Content

Students learn about:

Uses of Resistance Training

- power
- strength
- muscular gain and body shaping
- muscular endurance
- competitive weightlifting and body building

Students learn to:

- distinguish between strength, power and muscular endurance
- identify athletes who would use each type of resistance training program
- investigate the impact of strength training on the performance of athletes (eg gymnasts, sprinters, rowers)
- research the time spent training to compete in strength sports
- identify the benefits of resistance training for the general population

Muscles of the Body

- major skeletal muscles
- identify the major skeletal muscles involved in the production of human movement

- exercises for major muscles
- muscle contraction
- demonstrate exercises to develop the strength of the major skeletal muscles
- distinguish between the agonist and antagonist muscles in a variety of strength training exercises
- explain the physiology of muscular contraction

Training Methods

- forms of training
 - isometric
 - isotonic
 - isokinetic
- resistance activities
 - calisthenics
 - free weights
 - machine systems
 - aquatic activities
 - plyometrics
- training terms
 - repetitions
 - sets
 - resistance
 - rest
 - repetition maximum (RM)
 - speed of lift
- demonstrate examples of each form of training
- develop training programs that incorporate several forms of training
- explain the benefits of calisthenics for certain sports (eg rowing)
- assess the advantages and disadvantages of free weights and machine systems
- investigate the contribution of aquatic activities to strength development
- devise and implement flexibility routines that complement resistance programs
- identify how these concepts apply to programs for strength, power, lean body mass and muscular endurance
- explain how each training variable can be manipulated to overload muscles
- calculate 1RM for a partner performing a specific resistance movement

Resistance Programming

- goals
- exercises
- method
- split programs
- overload techniques
 - blitzing
 - forced repetitions
 - pyramiding
 - pre-exhaustion
 - super-sets
- monitoring progress
- safety
 - warm-up
 - safe use of equipment
 - spotting
 - correct technique
- explain the application of each overload technique
- apply overload techniques to specific exercises and training programs
- plan a warm-up suitable for particular strength training sessions
- plan, implement and monitor a resistance program based on personal goals
- devise methods of recording progress and achievement in training programs
- adjust weights and resistance machines in a safe manner
- explain how to assist a person with lifting free weights
- demonstrate correct lifting technique on a variety of basic exercises (eg squat, biceps curls, upright row, bench press)

Facts and Fallacies

- protein and other nutritional supplements
- ergogenic aids
- explain the reasons why weightlifters and body builders use protein and other nutritional supplements
- assess the performance benefits and health risks associated with ergogenic aids used in strength training.

Students may wish to further explore resistance training through areas such as:

- critically reviewing books concerning the lifestyle and training regimes of body builders
- developing a resistance program for a particular athlete
- observing and analysing strength training sessions for particular athletes
- designing a strength training program based on lifting body weight only
- investigating how athletes use periodisation in their weight training programs.

8.13 Social Perspectives of Games and Sports

Module Description

In this module students critically analyse the social perspectives that have an impact on sport in Australia. Students will examine the major reasons for participation in sport, and the impact that media, economics and drug use have on sport. Opportunities for the investigation of career options are also provided.

As a result of studying this module students will learn to critically analyse the major issues affecting sport in Australia. Students will also have the opportunity to participate in a range of popular physical activities in Australian society.

Students may extend their study of this module by examining in depth some contemporary and historical case studies, by debating key issues, by interviewing and by researching social views of sport.

Outcomes

- 1.4 investigates and interprets the patterns of participation in sport and physical activity in australia
- 2.4 describes how societal influences impact on the nature of sport in australia
- 3.7 analyses the impact of professionalism in sport
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Content

Students learn about:

Students learn to:

Sport in Australian Society

- | | |
|---|--|
| <ul style="list-style-type: none">• continuum of play, games and sport
• participation in games and sport<ul style="list-style-type: none">– reasons for participation– patterns of participation– factors affecting access and participation
• sport and nationalism
• politics and sport | <ul style="list-style-type: none">• identify the characteristics of play, games and sports situations
• analyse the reasons for participation at various stages of the lifespan• interpret the patterns of participation in sport according to both age and gender• analyse the level of impact of a range of factors that affect participation
• analyse the relationship between success in sport and national pride through investigation of specific case studies
• critically examine the ways that sport has been used for political outcomes |
|---|--|

Sport and the Mass Media

- influence of the media on sport
 - ways sports are represented
 - promotion of sport
- sports coverage
 - major sports
 - minor sports
 - male/female sport coverage
- discuss the positive and negative influences that the media has on sport
- critically analyse the level of media coverage of male and female sports and the way that these sports are portrayed

Economics and Sport

- amateur vs professional sport
 - funding
 - life after sport
 - the spectator
- sponsorship and sport
 - endorsements
 - responsibilities
 - managers and agents
- economics and major sporting events
 - Olympics
 - elite competitions
- compare and contrast amateur and professional status through investigation of a variety of sports
- analyse the positive and negative outcomes of sponsorship for both the athlete and the sponsor
- examine the economic cost and benefit for the community associated with elite sport (eg review the economic impact of the 2000 Olympic Games)

Drugs in Sport

- reasons for drug use
- effects of drug use
 - physical effects
 - side effects
 - long-term outcomes
- drug testing
- ethics
- analyse the personal, social and environmental reasons for drug use in sport
- describe the effects of a variety of performance enhancing drugs on both health and performance
- discuss the dilemmas associated with drug use in sport, such as
 - how can testing procedures keep up with drug development?
 - should drug use be considered a legal aid, as are equipment enhancements?
 - if you cannot beat the drug cheats, then why not join them?

Careers in Sport

- administration
 - coaching
 - journalism
 - tourism
- analyse career opportunities in sport in terms of:
 - job description and requirements
 - courses available
 - future prospects for the industry.

Students may wish to further explore social perspectives through areas such as:

- developing examples of play activities, games and sports based on a selected movement or manipulative skill
- conducting a survey of reasons for participation within a variety of age groups
- comparing the sponsorship amounts and prize money for male and female athletes
- debating the ethical issues associated with elite sport for children
- interviewing people who have a career in sport about the nature and requirements of their jobs
- conducting a detailed demographic and social analysis of participation in a specific sport
- exploring other social themes and issues such as Aboriginal people in sport, or gender and sport.

8.14 Sports Administration

Module Description

In this module students examine the issues influencing the administration of sport. Students examine the organisational structures and procedures of sporting organisations. They also explore the type and selection of various tournaments and investigate event management procedures. As a result, students develop the knowledge, understanding and skills required to design and implement a significant sports initiative.

Students may wish to further explore this module through areas such as an investigation of the use of computers in administration, an analysis of the organisational processes of a successful committee or major event, or by actively participating in the implementation of a school-based sports competition.

Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.6 describes how administrative procedures that support successful performance outcomes
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 3.2 designs programs that respond to performance needs
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Content

Students learn about:

Organisational Structures and Procedures

- club structures
- executive positions
 - roles and duties of officials
- meetings
 - meeting procedures
 - role of chair
 - minutes
 - recommendations and action plans
- constitutions and liability
- role of the volunteer

Competitive Events

- types of competition
 - round robin
 - ladder
 - knock out

Students learn to:

- critically evaluate the organisational features of a club, its structure, procedures and constitution
- participate in a meeting while conforming with formal procedures
- distinguish the roles and responsibilities of different administrative positions
- demonstrate effectiveness in performing administrative roles in the planning and implementation of a sports event

- design and administer a sports initiative (eg school lunch time knockout tournament)
- analyse the impact of different types of tournaments on performance

- draw construction
 - handicapping
 - seeding
 - promotion / relegation
 - recharge
- apply handicapping procedures to balance the outcome of a competition

Event Management

- types of events
 - carnivals
 - competitions
 - corporate events
 - community events
- public relations and the media
 - using the media
 - press releases
 - communication strategies
 - liaison with key groups
- financial planning
 - budgeting
 - sponsorship
 - grants submissions
- legal and safety considerations
 - insurance
 - duty of care
 - liaison with medical services
- equipment and facility responsibilities
 - venue booking
 - equipment management
- evaluating an event
 - participant feedback
 - reporting mechanisms
 - cyclic planning
- examine the organisational steps involved in a significant sports event (eg school carnival)
- prepare an effective press release
- identify the groups that need to be consulted and liaised with in the administration of an event (eg council, police, first aid, local residents)
- prepare a submission for sponsorship or funding
- discuss legal and ethical issues that impact on the sports administrator
- describe the procedures for acquiring quotations and making purchases
- analyse the venue requirements for a specific activity
- evaluate a major event and devise recommendations for improvement.

Students may wish to further explore sports administration through areas such as:

- interviewing a sports administrator in order to devise a thorough description of their role
- participating as a volunteer in a sports or service club and reporting on duties carried out and difficulties encountered
- analysing media coverage throughout the planning, competition and post-event phases of a sports event
- investigating the impact of computer-based technologies on the way sports are administered
- investigating the organisational structure of a sporting organisation using the internet and other resources.

8.15 Sports Coaching and Training

Module Description

In this module students develop knowledge, understanding and skills in sports coaching and training methodology.

Students examine the roles and responsibilities of the coach, various aspects of training sessions and the role of psychology in coaching. This process will lead students to develop and instruct their own coaching program. Students also develop appropriate ways of evaluating their coaching and training performance.

Students may further develop their learning in this module through examining case studies of successful coaches or by practical participation in a community club.

Outcomes

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.3 demonstrates ways to enhance safety in physical activity
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

Content

Students learn about:

The Roles and Responsibilities of the Coach

- characteristics of an effective coach
 - knowledge
 - organisational ability
 - communication
 - leadership
 - instructional style
- legal and safety implications
 - accreditation
 - duty of care
 - Occupational Health and Safety

Students learn to:

- identify and assess the characteristics of an effective coach
- design and apply criteria for assessing coaching ability
- assess codes of ethical conduct for coaches

Aspects of a Coaching Session

- planning and organisation
 - time allocation
 - safety
 - routine
- plan for effective use of time in a training session
- design ways to vary sessions to maintain player interest

- variety
- groupings
- structure of a training session
 - warm-up and warm-down
 - skill practice
 - fitness
 - games
- techniques
 - instruction
 - demonstration
 - explanation
 - observation
- select and demonstrate a range of grouping techniques and formations in coaching sessions
- develop and implement a planned coaching session to suit the needs of the target audience
- devise a range of practice approaches to develop specific skills
- communicate effectively in a range of coaching situations
- assess areas for player development based on observational strategies

Psychology and Coaching

- motivational strategies
- types of rewards
 - intrinsic
 - extrinsic
- aggression and performance
- assess the impact of positive and negative motivational strategies on performance
- select and implement coaching techniques to optimise participant attention and focus

The Coaching Program

- scope and sequence of a coaching program
 - periodisation
 - pre-season, in-season and post-season phases
- human resource utilisation
 - trainer
 - assistant coach
 - manager
 - selector
 - medical support
- develop a seasonal program including;
 - roles of the coaching staff
 - pre-season, in-season and post-season coaching plan
 - a checklist of season goals
- clarify the roles of the various people involved in the coaching and team support processes
- establish principles and processes for player selection

Evaluating a Coaching Program

- analysing player performance
 - statistics
 - standards
 - expert opinion
 - checklists
- analysis of coaching and support personnel
 - player feedback
 - performance against goals
- critically examine individual and team performance using video
- interpret player performance data
- design, apply and critique criteria for use as a player performance assessment tool
- develop a strategic management plan for a coaching program that incorporates goals and indicators of performance
- design a mechanism for including player feedback in the evaluation of coaching staff.

Students may wish to further explore sports coaching and training through areas such as:

- researching case studies of elite coaches and analysing their strengths and weaknesses
- observing the dynamics at a children's sporting event to determine the positive and negative impact that non-participants (eg parents, coach) can have on the participants' performance
- debating topics such as 'champions are born, not made'
- participating in a coaching accreditation program
- conducting sports development programs for junior students or peers through Sportsfun or Sport Education in Physical Education Program (SEPEP).

9 Course Requirements

The requirements that apply to designing 60, 120 and 240 hour courses are described in Section 6: Course Structure (p 8). There are no other specific requirements.

Exclusions

When selecting modules from the Sport, Lifestyle and Recreation Content Endorsed Course, duplication with other Stage 6 syllabuses that students are studying should be avoided.

In addition there may be specific exclusions that apply to students of this course. Reference should be made to the appropriate section of the *Assessment, Certification and Examination (ACE) Manual* to identify the current list of exclusions.

10 Post-school Opportunities

The study of Sport, Lifestyle and Recreation provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, this study assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses in TAFE NSW or other Registered Training Organisations.

Registered Training Organisations, including TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between Higher School Certificate courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

TAFE NSW conducts vocational education and training courses in an extensive range of industry areas and in general education for prevocational and foundation purposes. The details of TAFE courses are published annually in the TAFE NSW Handbook and are available on the internet at www.tafensw.edu.au

Details of HSC/TAFE credit transfer arrangements are updated regularly on the HSC/TAFE Credit Transfer website (www.tafensw.edu.au/hsctafe). Details of credit transfer arrangements between HSC Content Endorsed Courses and TAFE NSW are published on the website when the credit transfer arrangements are endorsed by TAFE NSW Educational Services Divisions and the Board of Studies.

Teachers should refer to the HSC/TAFE Credit Transfer website and be aware of recognition available to their students through the study of Sport, Lifestyle and Recreation.

Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in Sport, Lifestyle and Recreation so that the degree of recognition available can be determined.

11 Assessment of Sport, Lifestyle and Recreation

Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies' requirements for assessing student achievement in the Content Endorsed Courses for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. Those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Assessment of Stage 6 Content Endorsed Courses

There is no external examination of students in Stage 6 Content Endorsed Courses.

Assessment provides a measure of a student's achievement based on the range of syllabus content and outcomes. The assessment components, weightings and task requirements to be applied to internal assessment are identified on page 55. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

Schools should develop an assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

The school should also develop and implement procedures to:

- inform students in writing of the assessment requirements for each course before the commencement of the HSC course
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on each student's performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- advise students in writing if they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to satisfy the requirements
- inform students about their entitlements to school reviews and appeals to the Board
- conduct school reviews of assessments when requested by students.

Assessment Components, Weightings and Tasks

The components and weightings to be used by schools are detailed below. The allocation of weighting to particular tasks is left to the individual schools, but the percentage allocated to each assessment component (50% each) must be maintained.

There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content
and
- skills outcomes and content, as follows:

Component	Weighting (%)
Knowledge and Understanding	50 %
Skills	50 %

One task may be used to assess several components. It is suggested that two to three tasks are sufficient to assess the HSC course outcomes for a one-unit course and three to five tasks are sufficient to assess the HSC course outcomes for a two-unit course.

The assessment tasks given to students must:

- be consistent with the objectives and outcomes being assessed
- provide for a range of performances and achievements within the group
- be consistent in number with comparable 1 or 2 unit Board-developed courses
- use a range of assessment instruments; each instrument must be appropriate to the outcomes it is designed to measure.

Instruments used for assessment purposes may include the following:

- | | |
|--|--|
| <ul style="list-style-type: none"> • class essays • debates • essay test • individual/group reports • laboratory reports • mock interviews • oral reports • problem-solving assignments • seminars • skills checklists | <ul style="list-style-type: none"> • critical reviews • diary/learning log • excursion reports • internet research assignments • library research projects • multiple-choice tests • practical performances • problem-solving tests • short-answer tests • written reports on case studies, excursions, field trips, surveys |
|--|--|