

SYLLABUS - CORE 1: HEALTH PRIORITIES IN AUSTRALIA

How are priority issues for Australia's health identified?

Students learn about:

- measuring health status
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- identifying priority health issues
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Students learn to:

- critique the use of epidemiology to describe health status by considering questions such as:
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- use tables and graphs from health reports to analyse current trends in life expectancy and major causes of morbidity and mortality for the general population and comparing males and females

- argue the case for why decisions are made about health priorities by considering questions such as:
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Teacher Note: Students do not need to know the latest statistics on the rates of illness and death. It is only important that they understand trends such as whether the prevalence of leading causes is on the increase, decrease or stable.

What are the priority issues for improving Australia's health?

Students learn about:

- groups experiencing health inequities
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Students learn to:

- research and analyse Aboriginal and Torres Strait Islander peoples and ONE other group experiencing health inequities by investigating:
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- high levels of preventable chronic disease, injury and mental health problems

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- research and analyse CVD, cancer and ONE other condition listed by investigating:

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- a growing and ageing population

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- assess the impact of a growing and ageing population on:

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What role do health care facilities and services play in achieving better health for all Australians?

Students learn about:

- health care in Australia

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- complementary and alternative health care approaches

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Students learn to:

- evaluate health care in Australia by investigating issues of access and adequacy in relation to social justice principles. Questions to explore include:

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- describe the advantages and disadvantages of Medicare and private health insurance, eg costs, choice, ancillary benefits

- critically analyse complementary and alternative health care approaches by exploring questions such as:

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What actions are needed to address Australia's health priorities?

Students learn about:

- health promotion based on the five action areas of the Ottawa Charter
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Students learn to:

- argue the benefits of health promotion based on:
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- investigate the principles of social justice and the responsibilities of individuals, communities and governments under the action areas of the Ottawa Charter
- critically analyse the importance of the five action areas of the Ottawa Charter through a study of TWO health promotion initiatives related to Australia's health priorities

SYLLABUS - CORE 2: FACTORS AFFECTING PERFORMANCE

How does training affect performance?

Teacher Note: Students should be provided with opportunities to explore the concepts dealt with in this module through a variety of practical experiences.

Students learn about:

- energy systems
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- types of training and training methods
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- principles of training
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- physiological adaptations in response to training
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Students learn to:

- analyse each energy system by exploring:
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- assess the relevance of the types of training and training methods for a variety of sports by asking questions such as:
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- analyse how the principles of training can be applied to both aerobic and resistance training

- examine the relationship between the principles of training, physiological adaptations and improved performance

How can psychology affect performance?

Students learn about:

- motivation
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Students learn to:

- evaluate performance scenarios to determine the appropriate forms of motivation, eg golf versus boxing

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| <ul style="list-style-type: none"> ● anxiety and arousal <ul style="list-style-type: none"> – – –
 ● psychological strategies to enhance motivation and manage anxiety <ul style="list-style-type: none"> – – – – | <ul style="list-style-type: none"> ● explain the difference between anxiety and arousal in terms of the effects on performance
 ● research case studies of athletes from different sports and ascertain the nature of their motivation and the psychological strategies they employ. |
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How can nutrition and recovery strategies affect performance?

Students learn about:

- nutritional considerations
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- supplementation
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- recovery strategies
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Students learn to:

- compare the dietary requirements of athletes in different sports considering pre-, during and post-performance needs

- critically analyse the evidence for and against supplementation for improved performance

- research recovery strategies to discern their main features and proposed benefits to performance.

How does the acquisition of skill affect performance?

Students learn about:

- stages of skill acquisition
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- characteristics of the learner, eg personality, heredity, confidence, prior experience, ability

Students learn to:

- examine the stages of skill acquisition by participating in the learning of a new skill, eg juggling, throwing with the non-dominant arm

- describe how the characteristics of the learner can influence skill acquisition and the performance of skills

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| <ul style="list-style-type: none"> ● the learning environment <ul style="list-style-type: none"> –
 – | <ul style="list-style-type: none"> ● design a suitable plan for teaching beginners to acquire a skill through to mastery. The plan should reflect: <ul style="list-style-type: none"> – appropriate practice methods for the learners |
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- the integration of relevant performance elements
- an awareness of how instruction may vary according to characteristics of the learner
- how feedback will be used as learners progress through the stages of skill acquisition
- assessment of skill and performance
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- develop and evaluate objective and subjective performance measures to appraise performance

SYLLABUS - OPTION: SPORTS MEDICINE

How are sports injuries classified and managed?

Students learn about:

- ways to classify sports injuries
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- soft tissue injuries
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- hard tissue injuries
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- assessment of injuries
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Students learn to:

- identify specific examples of injuries that reflect each of the classifications
- manage soft tissue injuries:
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- manage hard tissue injuries
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- perform assessment procedures to determine the nature and extent of injury in simulated scenarios.

How does sports medicine address the demands of specific athletes?

Students learn about:

- children and young athletes
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- adult and aged athletes
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- female athletes
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Students learn to:

- analyse the implications of each of these considerations for the ways young people engage in sport and how each is managed.
- explain the sports participation options available for aged people with medical conditions
- assess the degree to which iron deficiency and bone density affect participation in sport.

What role do preventative actions play in enhancing the wellbeing of the athlete?

Students learn about:

- physical preparation
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Students learn to:

- analyse different sports in order to determine priority preventative strategies and how adequate preparation may prevent injuries

- sports policy and the sports environment
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- environmental considerations
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- critically analyse sports policies, rules and equipment to determine the degree to which they promote safe participation, eg heat rules, rugby union scrum rules
- evaluate strategies an athlete could employ to support the body's temperature regulation mechanisms
- analyse the impact of climatic conditions on safe sports participation

Teacher Note: Students should understand how the combination of heat and humidity or cold and wind increases the likelihood of hyperthermia and hypothermia respectively.

- taping and bandaging
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- demonstrate taping and bandaging techniques, including taping the ankle, wrist and thumb
- evaluate the role taping plays in both the prevention and treatment of injury.

How is injury rehabilitation managed?

Students learn about:

- rehabilitation procedures
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Students learn to:

- examine and justify rehabilitation procedures used for a range of specific injuries, eg hamstring tear, shoulder dislocation

- return to play
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- research and evaluate skill and other physical tests that could be used to indicate readiness to return to play
- critically examine policies and procedures that regulate the timing of return to play, considering questions such as:
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SYLLABUS - OPTION: IMPROVING PERFORMANCE

How do athletes train for improved performance?

Students learn about:

- strength training
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- aerobic training
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- anaerobic training (power and speed)
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- flexibility training
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- skill training
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Students learn to:

- analyse TWO of the training types by drawing on current and reliable sources of information to:
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What are the planning considerations for improving performance?

Students learn about:

- initial planning considerations
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- planning a training year (periodisation)
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Students learn to:

- describe the specific considerations of planning for performance in events/competitions. How would this planning differ for elite athletes and recreational/amateur participants?
- develop and justify a periodisation chart of the fitness and skill-specific requirements of a particular sport.

- elements to be considered when designing a training session

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- planning to avoid overtraining

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- examine different methods of structuring training sessions

- design and implement a training session for a specific event. Evaluate the session by considering questions such as:
 - did the activities match the abilities of the group?
 - what was the reaction of the group?
 - how could the session be modified?

- analyse overtraining by considering questions such as:

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What ethical issues are related to improving performance?

Students learn about:

- use of drugs

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Students learn to:

- justify the reasons drugs are considered to be unethical and carry a range of risks for the athlete
- argue issues related to drug testing such as:

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Teacher Note: Students need only a general understanding of the performance-related effects of, and the harm associated with, using drugs. Ethical considerations – such as fair play versus cheating, whether the drug use is for personal success or because sport is ‘big business’ – need to be explored.

- use of technology

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- describe how technology has been used to improve performance

- argue ethical issues related to technology use in sport such as:

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