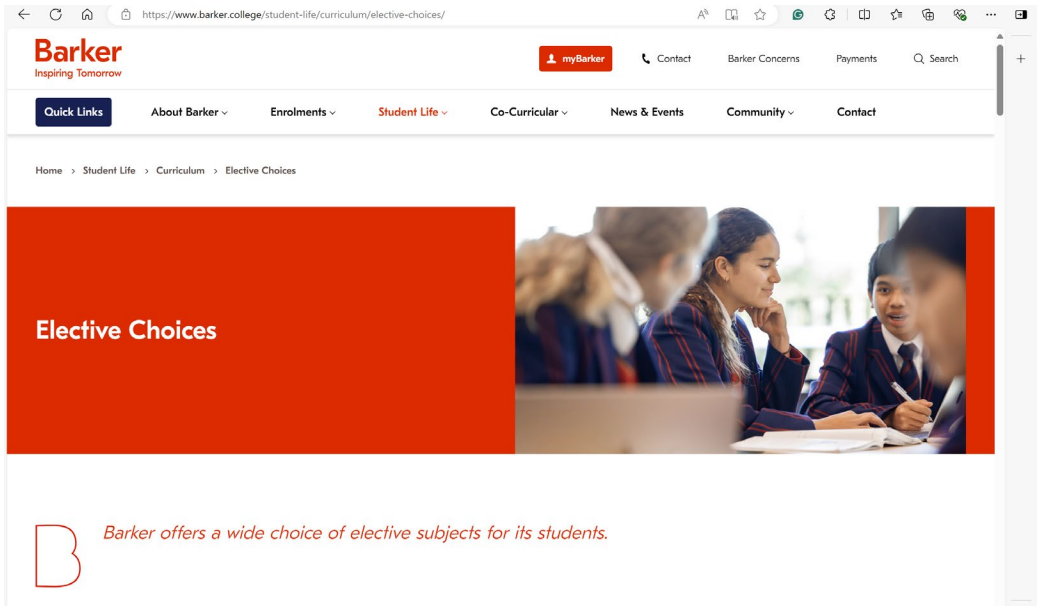
Subject information can be found at:
https://www.barker.college/student-life/curriculum/elective-choices/



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2 unit
Health and Movement Science (HMS)

[replacing PDHPE]

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What is Health and Movement Science?

Health and Movement Science

2 unit **Health and Movement Science** is a **new course** that replaces 2 unit **PDHPE**.

It builds on the foundational knowledge, skills and understanding developed in the **PDHPE K–10 course**, and **Stage 5 PASS elective**.

Students actively engage in learning about health and movement and are encouraged to explore areas of interest.

The concepts studied in Health and Movement Science make clear links to relevant **post-school pathways** in the fields of health and movement science.

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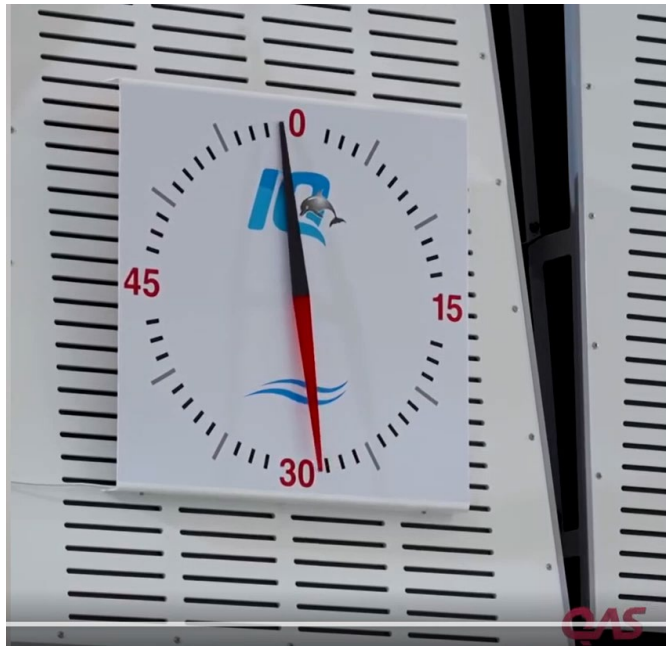
What career pathways are linked to studies in PDHPE/HMS?

Potential Career Pathways linked to studies in HMS

Sport and Education Industry

- PDHPE Teacher
- Sports Scientist
- Biomechanics
- Exercise Physiology
- Coach
- Sports Media
- Sports Administrator
- Personal Trainer



Health Industry

- Physiotherapist
- Psychologist
- Nutritionist
- Dietician
- Pharmacist
- Radiologist
- Paramedic
- Complementary and Alternative Medicine

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Who studies PDHPE?

PDHPE subjects at Barker and across NSW

PDHPE subjects continue to grow in popularity both at Barker and throughout the state.

In recent years, PDHPE has been the
5th largest subject overall in NSW and the
3rd largest elective (18,238 in 2023)

Rank	Subject
1	English
2	Mathematics
3	Biology
4	Business Studies
5	Personal Development, Health & Physical Education

Source: NESA (2023)

PDHPE is an **academic subject.**

It is possible for a student to study PDHPE and achieve a maximum ATAR of 99.95

Course	Number all	Number HSC	Number ATAR	% Female	% HSC	% ATAR eligible	Maximum ATAR
PDH&PE	16,145	15,705	14,516	56.5	97.3	89.9	99.95

Source: Universities Admissions Centre (UAC NSW & ACT 2022)

Jessica Hall finished 5th in the State in 2022

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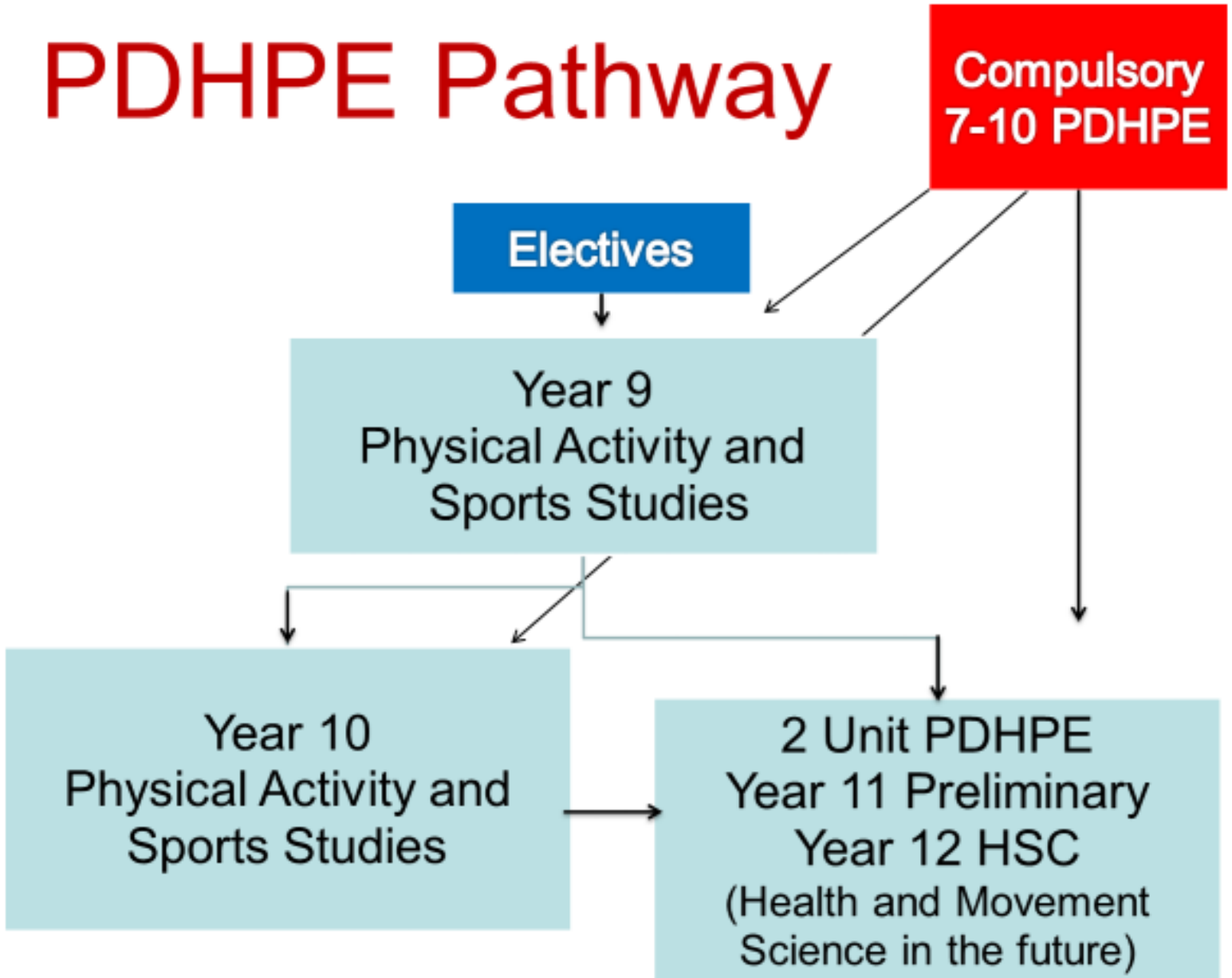
PDHPE Pathway



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How is the HMS different to PDHPE?

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Changes include:

- increased opportunities for students to explore areas of interest in **greater depth** and apply health and movement concepts to various issues, groups and contexts
- a focus on **application** of **collaboration**, analysis, communication, creative thinking, problem-solving and research skills to explore the content
- **contemporary** and relevant content across health and movement concepts
- a greater focus on the health of **young people** and Aboriginal and Torres Strait Islander Peoples
- the study of a minimum of two depth studies plus completion of a **Collaborative Investigation** in Year 11, which is to be formally assessed

How is the HMS Course structured?

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The course is organised as follows:

The PDHPE Syllabus includes two 120 hour courses:

Preliminary Course	Indicative Hours	HSC Course	Indicative Hours
Health for individuals and communities	40	Health in an Australian and global context	45
The body and mind in motion	40	Training for improved performance	45
Depth studies	20	Depth studies	30
Collaborative investigation	20		

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Weekly lesson structure

2 unit HMS is an Academic Subject.

Like all other 2 unit courses, students will have 7 lessons during each two week cycle

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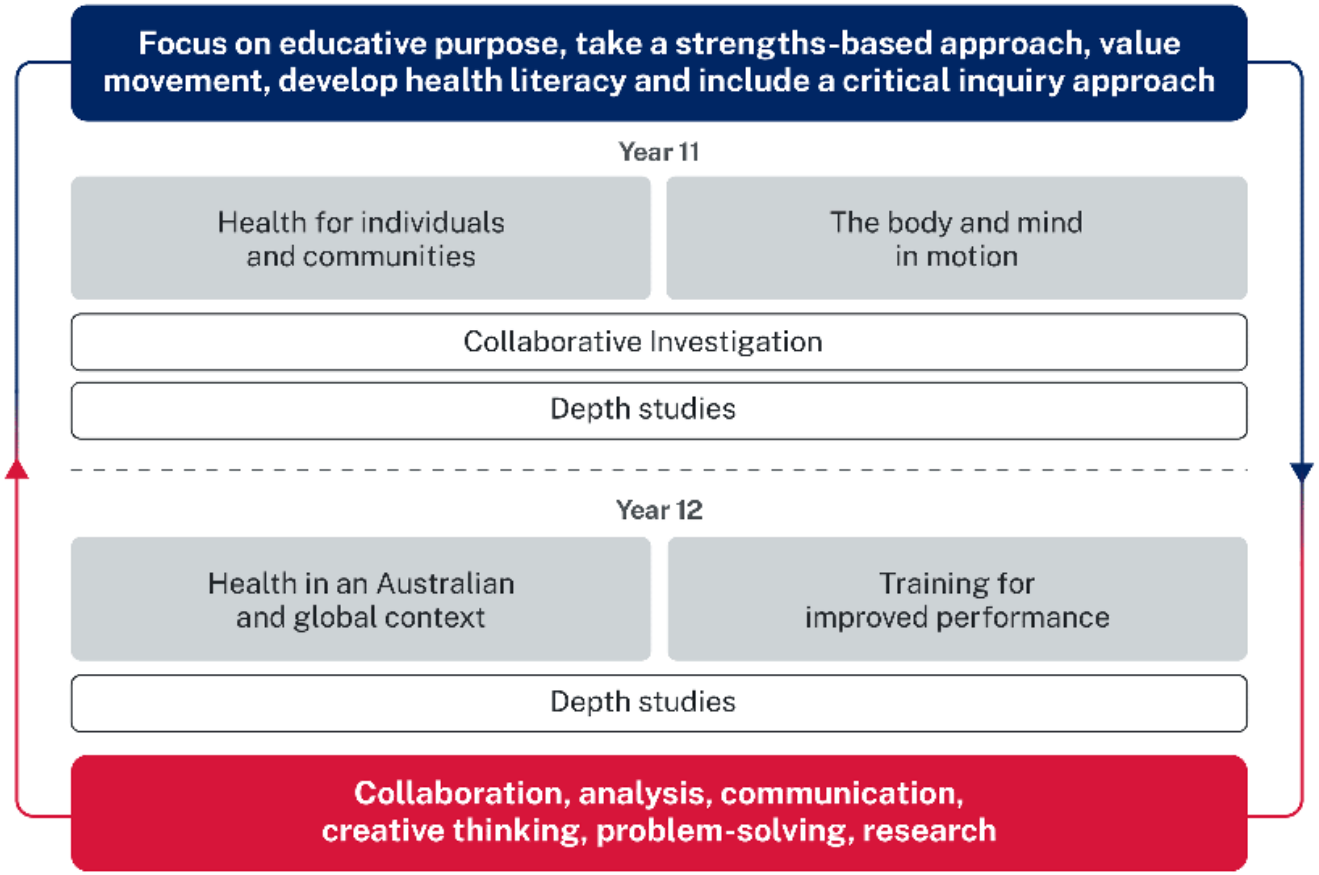
A quick snapshot of activities in HMS lessons…

Health and Movement Science
11–12



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Year 11 Focus Area 1: Health for individuals and communities

Focus: explores the meanings of health from different perspectives. Students investigate the interplay of the determinants influencing health and the indicators used to measure and evaluate health status.

Key Topics:

- interplay of the determinants influencing health and the indicators used to measure and evaluate health status
- the health of young people
- health promotion

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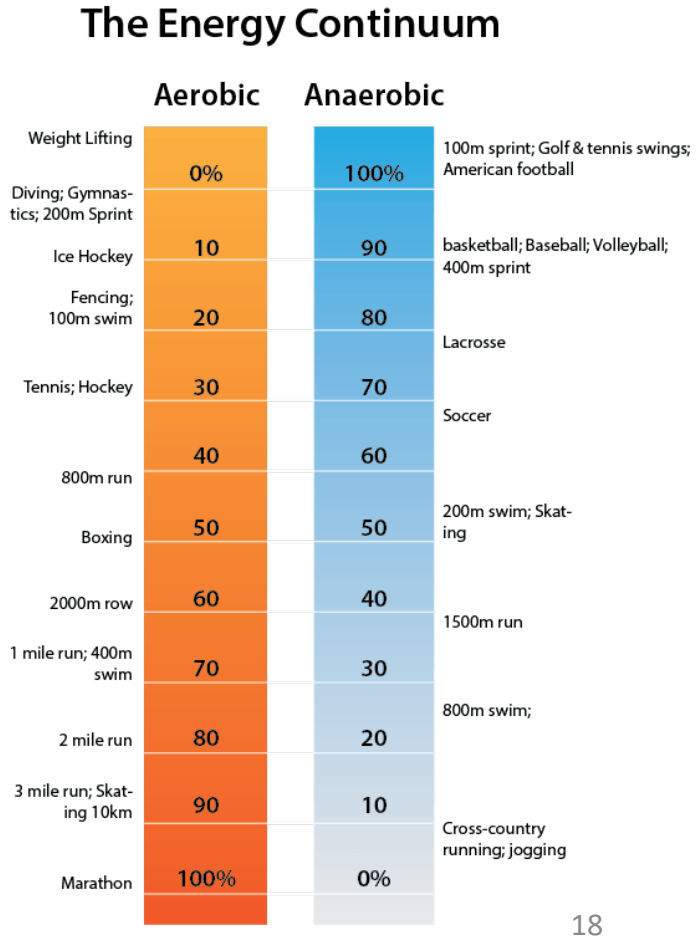
Year 11 Focus Area 2: The body and mind in motion

Focus: investigate how body systems influence and respond to movement, and understand the interrelationships between these systems for efficient movement.

Key Topics:

- the interrelationships between body systems for efficient movement
- the role of energy systems, types of training and training methods on how the body physiologically adapts to training
- skill acquisition: the characteristics of learners, the acquisition of skill, practice methods, performance elements and feedback
- sports psychology eg. motivation



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Year 11 Collaborative Investigation

Focus: provides opportunities for students to develop knowledge and skills to support their own and others' health and movement. It allows students to manage their own learning and to become flexible, critical thinkers, problem-solvers and decision-makers.

Students are provided with opportunities to positively interact with others and work collaboratively. They will develop skills to negotiate plans and tasks, distribute leadership, create and maintain a positive group environment, and give and receive feedback.

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HSC Focus Area 1: Health in an Australian and global context

Focus: students explore how healthy Australians are by comparing the health status of Australians within and across population groups.

In this module, Students identify and justify the choice of priority issues and examine the roles that the health system and health promotion play in achieving better health for all Australians.

Key Topics:

- major chronic conditions, diseases and injury, and the impact on the healthcare system
- the impact of a growing and ageing population / emerging technologies
- how the UN Sustainable Development Goals can inform strategies to improve the health status of a community

HSC Focus Area 2: Training for improved performance

Focus: the significance of Training for Improved Performance

Key topics:

- training plans and programs for recreational or elite individuals and groups
- biomechanics, injury prevention, training methods and technology
- the importance of nutrition, and how nutrition and supplementation affect an individual's performance

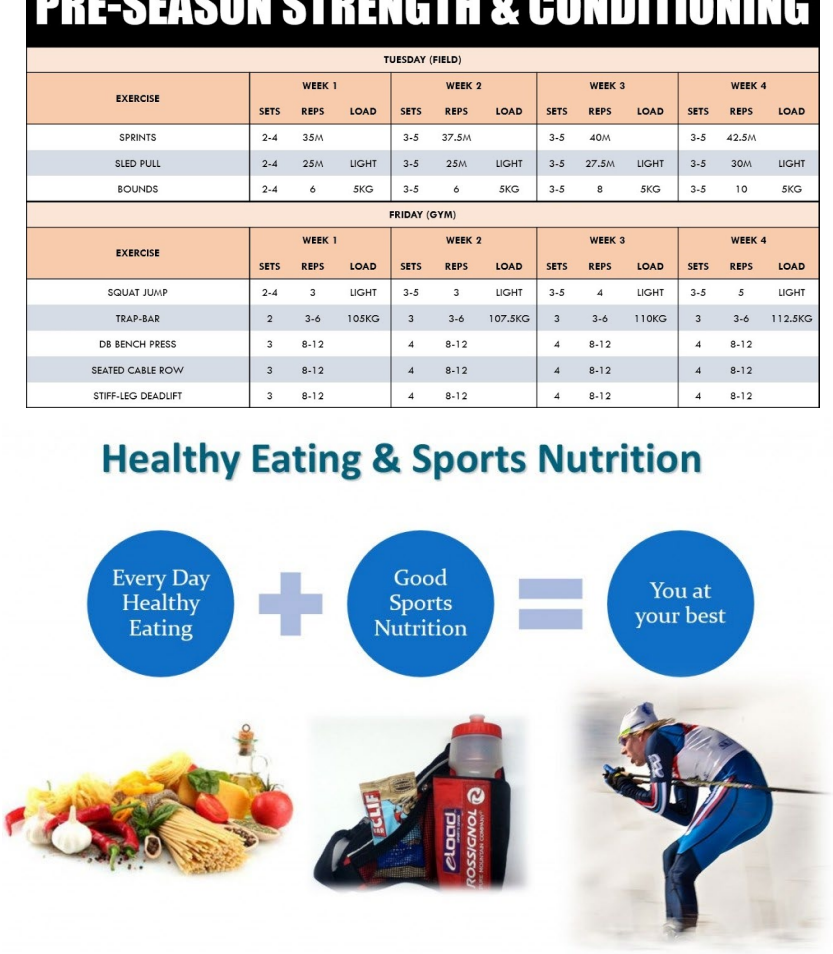
PRE-SEASON STRENGTH & CONDITIONING

TUESDAY (FIELD)

EXERCISE	WEEK 1			WEEK 2			WEEK 3			WEEK 4		
	SETS	REPS	LOAD	SETS	REPS	LOAD	SETS	REPS	LOAD	SETS	REPS	LOAD
SPRINTS	2-4	35M		3-5	37.5M		3-5	40M		3-5	42.5M	
SLED PULL	2-4	25M	LIGHT	3-5	25M	LIGHT	3-5	27.5M	LIGHT	3-5	30M	LIGHT
BOUNDS	2-4	6	5KG	3-5	6	5KG	3-5	8	5KG	3-5	10	5KG

FRIDAY (GYM)

EXERCISE	WEEK 1			WEEK 2			WEEK 3			WEEK 4		
	SETS	REPS	LOAD	SETS	REPS	LOAD	SETS	REPS	LOAD	SETS	REPS	LOAD
SQUAT JUMP	2-4	3	LIGHT	3-5	3	LIGHT	3-5	4	LIGHT	3-5	5	LIGHT
TRAP-BAR	2	3-6	105KG	3	3-6	107.5KG	3	3-6	110KG	3	3-6	112.5KG
DB BENCH PRESS	3	8-12		4	8-12		4	8-12		4	8-12	
SEATED CABLE ROW	3	8-12		4	8-12		4	8-12		4	8-12	
STIFF-LEG DEADLIFT	3	8-12		4	8-12		4	8-12		4	8-12	



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What help can parents and carers give?

Supporting all learners

We develop syllabuses that are inclusive of the learning needs of all students, to ensure opportunities to access and progress through the NSW curriculum.

Teachers should make decisions about learning goals and curriculum options for your child together with you, their caregiver. Find out more by scanning the QR code or visiting **curriculum.nsw.edu.au/about-the-curriculum/diversity-of-learners**

Aboriginal students	For success at school, teachers should support students to maintain and further develop their Cultural identities by building on their understanding of students' Cultural and Community needs, and respect for Aboriginal Cultural Knowledges. Parents and carers, families and Aboriginal Communities are important partners in teaching and learning about Aboriginal and/or Torres Strait Islander Cultures, Histories and Languages.
EAL/D students*	Communicating, reading and writing in their home language or dialect can help EAL/D students to develop proficiency in Standard Australian English and to learn subject content.
Gifted and talented students	Gifted students and students with high ability or talent in a subject can be challenged by diving deeper into content within and across subjects.
Students with disability	Schools are obligated to provide reasonable adjustments for students with disability. If your child has a disability, speak to your school about the different options for accessing the curriculum, including accessing Life Skills courses.

*Students learning English as an additional language or dialect

NSW GOVERNMENT

NSW Education Standards Authority
T: (02) 9367 8111
E: curriculum@nesa.nsw.edu.au
W: educationstandards.nsw.edu.au

NSW Education Standards Authority

A parent and carer guide to supporting your child in

Health and Movement Science 11–12 and Health and Movement Science Life Skills 11–12

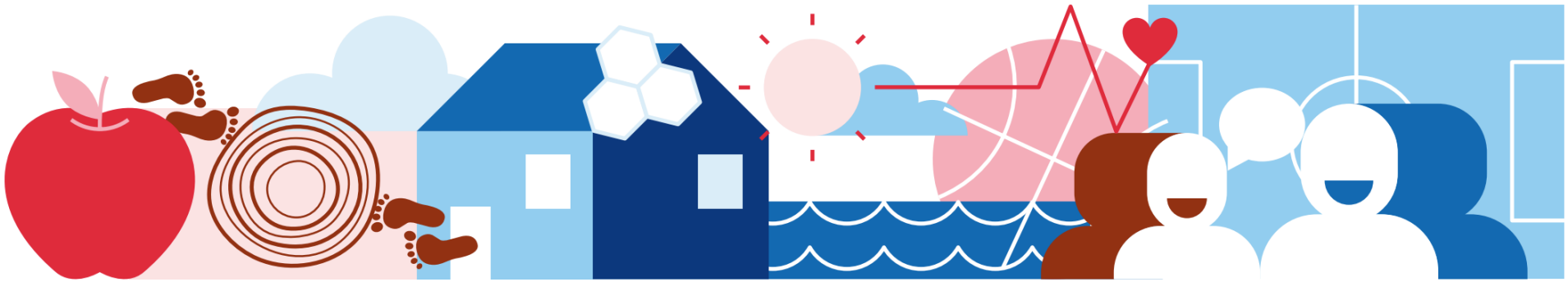
Health and Movement Science 11–12 and Health and Movement Science Life Skills 11–12*

*A pathway to learning Health and Movement Science for students with intellectual disability

Scan the QR code to find out more about the Health and Movement Science 11–12 syllabus or visit **curriculum.nsw.edu.au/learning-areas/pdhpe/health-and-movement-science-11-12-2023/overview**

Scan the QR code to find out more about the Health and Movement Science Life Skills 11–12 syllabus or visit **curriculum.nsw.edu.au/learning-areas/pdhpe/health-and-movement-science-life-skills-11-12-2023/overview**

You have an important role in supporting your child at home in their learning.



What will my child learn?

Your child has the opportunity to develop knowledge, understanding and skills of health and movement concepts through the areas of:

- Health for individuals and communities
- The body and mind in motion
- Collaborative investigation
- Health in an Australian and global context
- Training for improved performance.

How will my child benefit?

The study of Health and Movement Science 11–12 can benefit your child by helping them to:

- develop knowledge and understanding of health and movement concepts
- further explore areas of interest and apply health and movement concepts to various contexts and groups
- navigate the dynamic nature of health and movement
- develop the skills of collaboration, analysis, communication, creative thinking, problem-solving and research
- take on careers in fields such as sport, health, education and social work.

What can I do to help?

You can help your child at home by:

- encouraging them to keep up to date with current affairs, and health issues in Australia and internationally, especially across other OECD countries
- encouraging an open dialogue with your child about health issues, while building connections to the world and their local community
- viewing and discussing health documentaries, live sport and news channels and/or accessing magazines, podcasts and other resources through school and community libraries
- exploring health and exercise facilities in your local area
- talking to them about what they are studying and how it is relevant in your home and community.

Does PDHPE fit into YOUR academic program?

Questions?

Thank you

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