



HEALTH & PHYSICAL EDUCATION PATHWAYS

Subject Guide



NAZARETH
COLLEGE



VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

VCE Physical Education explores the complex interrelationships between the anatomical, biomechanical, and physiological components of how the body functions. Through both theoretical studies and physical engagement, the subject allows students to develop the knowledge and skills to better understand movement and influences on participation in physical activity.



HEALTH & PHYSICAL EDUCATION PATHWAYS

Pathways Summary



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HEALTH AND HUMAN DEVELOPMENT



VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

VCE Health and Human Development is designed to foster health literacy. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.



HEALTH AND HUMAN DEVELOPMENT



FOCUS AREAS

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. Students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.



HEALTH AND HUMAN DEVELOPMENT

FOCUS AREAS

Unit 3: Australia's health in a globalised world

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing and its importance as an individual and a collective resource, their thinking extends to health as a universal right. They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

All assessments at across Units 1 to 4 are school-based.

Suitable tasks for assessment in this unit may be selected from the following:

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

Unit 4: Health and human development in a global context

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Students look at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

ASSESSMENT

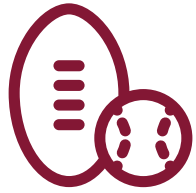


PHYSICAL EDUCATION



VCE Physical Education enables students to integrate a current understanding of the theoretical foundations of performance and participation in physical activity with practical application. It equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active.

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



PHYSICAL EDUCATION

FOCUS AREAS

Unit 1

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement and influences that affect this movement. Through practical activities students explore the relationships between the body systems and physical activity.

Key knowledge includes but is not limited to:

- the concepts of physical activity, sport and exercise
- social, cultural and environmental enablers and barriers to movement
- the structure and function of the skeletal, muscular, respiratory and cardiovascular systems
- causes of potential acute and chronic injuries and illness and strategies to prevent these
- benefits and potential harms of legal and illegal substances and methods to enhance performance
- perform, observe and analyse a variety of movements used in physical activity.

Unit 2

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different populations.

Key knowledge includes but is not limited to:

- forms of physical activity such as play, games, sports, transportation, chores and exercise
- influences on participation in physical activity across the lifespan
- physical, social, mental and emotional benefits of regular participation in physical activity
- define and identify forms of physical activity, physical inactivity and sedentary behaviour
- how to apply frequency, intensity, time and type to an exercise program
- create an activity plan for an individual or a specific group to increase physical activity.



PHYSICAL EDUCATION

FOCUS AREAS

Unit 3

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

Key knowledge includes but is not limited to:

- the link between motor skill development and participation and performance
- biomechanical principles for analysis of human movement
- fuels (both chemical and food) required at rest and during physical activity
- characteristics of the three energy systems (ATP-CP, anaerobic glycolysis, aerobic system)
- acute physiological responses in the cardiovascular, respiratory and muscular systems
- participate in physical activities to collect and analyse data on the range of acute effects.

Unit 4

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

Key knowledge includes but is not limited to:

- fitness components such as power, agility, anaerobic capacity, power and strength
- methods of at least two standardised, recognised fitness tests
- conduct a valid and reliable assessment of fitness using ethical protocols
- psychological strategies used to enhance performance and aid recovery
- chronic adaptations of the cardiovascular, respiratory and muscular systems
- design a training program that demonstrates the correct application of training principles.



PHYSICAL EDUCATION



ASSESSMENT

Unit 1 and 2 outcomes are assessed by school based practical activities, written tests, data analysis, research tasks and an end of year examination.

Unit 3 and 4 students complete a wide range of School Assessed Coursework (50%), and an end of year external examination (50%).



OUTDOOR AND ENVIRONMENTAL EDUCATION



**NEW
IN 2022**
Units 1 and 2
ONLY

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' covers environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention.

The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments.

The study also examines the complex interplay between outdoor environments and humans. Outdoor experiences suited to this study are: a range of guided activities in areas such as farms, mining/ logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects. Outdoor experiences that use weapons or motorised devices to replace human effort are not suitable for this study



OUTDOOR AND ENVIRONMENTAL EDUCATION



FOCUS AREAS

Unit 1

Examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.

Exploring Outdoor Experiences

Area of Study 1 Motivations for outdoor experiences. In this area of study students examine motivations for and responses to nature and outdoor experiences. They investigate a range of contemporary uses and meanings of the term 'nature', and examine a variety of different types of outdoor environments.

Area of Study 2 Influences on outdoor experiences. This area of study focuses on planning and participating in outdoor experiences. Students evaluate how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk involved in outdoor experiences.



OUTDOOR AND ENVIRONMENTAL EDUCATION

FOCUS AREAS

Unit 2

Focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments.

Discovering Outdoor Environments

Area of Study 1 Investigating outdoor environments. This area of study introduces students to the characteristics of a variety of outdoor environments, including those visited during practical outdoor experiences. Students investigate different types of outdoor environments from a number of perspectives.

Area of Study 2 Impacts on outdoor environments. This area of study focuses on the human activities undertaken in outdoor environments and their impacts on those environments. Although environmental impacts include both natural and human-induced changes on components of the environment, the focus here is on the impacts of humans – both positive and negative.



OUTDOOR AND ENVIRONMENTAL EDUCATION



ASSESSMENT

All assessments at Units 1 and 2 are school-based. For this unit students are required to demonstrate two outcomes. As a set, these outcomes encompass the areas of study in the unit.

The major assessment task for this unit is a journal or report demonstrating links between theoretical content studied and practical experiences undertaken.

Additionally, at least one task for assessment of each outcome is to be selected from the following:

- a case study
- an oral presentation including the use of multimedia and podcasts
- data analysis
- structured questions
- written responses, including essays and web discussion forums.



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