

SACE Health & Personal Development 2019 Index



Click on

- [Subject Name](#) to navigate to Subject Description
- [Top of the Document](#) to return to the index

Physical Education A	Stage 1
Physical Education B	Stage 1
Sport and Recreation	Stage 1
Outdoor Education A	Stage 1
Outdoor Education B	Stage 1
Home Economics (Entertaining)	Stage 1
Home Economics (Hospitality)	Stage 1
Home Economics (Food Technology)	Stage 1
Child Studies	Stage 1
Physical Education	Stage 2
Sport and Recreation	Stage 2
Outdoor Education	Stage 2
Food and Hospitality	Stage 2
Child Studies	Stage 2

Subject Code Information:

Subjects with an A or B in their name: these subjects are Semester long units that can be studied individually or together to make a full year subject. There is **no** assumption that A has been studied before students can undertake the B option. Some subjects highly recommend both are studied (see course descriptions).

Subjects with a 1 or a 2 in their name: these subjects are sequential. Before students can study the 2nd option they must undertake the 1st option. There **is** an assumption that students know the content of the 1st option before they undertake the 2nd to enable them to be successful.

Length: 1 Semester

Assumed Knowledge:

Health and Physical Education at year 8, 9 and 10.

Description:

In 2019 a new Physical Education course is being implemented across South Australia at Stage 1. This will then be followed in 2020 at Stage 2. Students will have some input into the choice of practical and theory topics, with guidance from a SACE board recommended list.

This is a 10-credit subject (one semester unit), comprising of 3 focus areas.

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

Focus areas can be studied in their entirety or in part, taking into account student interests, and preparation for pathways into the future study of physical education.

Focus Area 1: In movement

Students explore physical activity by extending and applying their knowledge of movement concepts and strategies and skill learning. They investigate how the body responds to physical activity and apply biophysical and psychological knowledge to improve performance and/or participation in physical activity. The key ideas and considerations below provide a guide for learning.

Focus Area 2: Through movement

Students explore physical activity through movement concepts and strategies with a socio-cultural lens. They explore barriers and enablers to physical activity identifying how personal, social, and cultural factors affect participation. Students initiate and contribute to the development of strategies that promote equity and inclusivity through a range of theme-based games, sporting and physical activities. They reflect on the success of these strategies in building confidence and motivation, as well as the improvement in the learning environment for themselves and others. The key ideas and considerations below provide a guide for learning.

Focus Area 3: About movement

Students develop theoretical knowledge to understand the richness and diversity of movement experiences. Physical activity contexts enable individuals' to apply their knowledge to real-life experiences to evaluate participation and performance outcomes.

Assessment Details:

A grade (A to E) is awarded to each student at the end of each term as well as a grade at the end of each semester. These grades reflect how well a student has met the course objectives or assessment criteria against Performance Standards.

Assessment Type 1: Improvement Analysis

Assessment Type 2: Physical Activity Investigation

Assessment methods include:

Practical: collection of game data, video analysis, fitness data and/or literature research.
Theory: blog/vlog, video analysis, screencast, newspaper article advocating for inclusivity and equity, reflective journal and collaborative investigation and presentation.

Special requirements:

Students are expected to change into suitable sports clothing and sports shoes. A notebook or folder is essential. Some activities involve a cost if chosen.

Future:

Stage 1 Physical Education B and Stage 2 PE. Further studies in the fields of Physical Education, Health or Recreation may be possible. Students can develop leadership skills and abilities which can be applied in community activities and sports clubs. Successful completion of Stage 2 Physical Education may contribute to entrance to some tertiary institutions.

[Top of the Document](#)

Length: 1 Semester

Assumed Knowledge:

Health and Physical Education at year 8, 9 and 10.

Description:

In 2019 a new Physical Education course is being implemented across South Australia at Stage 1. This will then be followed in 2020 at Stage 2. Students will have some input into the choice of practical and theory topics, with guidance from a SACE board recommended list.

This is a 10-credit subject (one semester unit), comprising of 3 focus areas.

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

Focus areas can be studied in their entirety or in part, taking into account student interests, and preparation for pathways into the future study of physical education.

Focus Area 1: In movement

Students explore physical activity by extending and applying their knowledge of movement concepts and strategies and skill learning. They investigate how the body responds to physical activity and apply biophysical and psychological knowledge to improve performance and/or participation in physical activity. The key ideas and considerations below provide a guide for learning.

Focus Area 2: Through movement

Students explore physical activity through movement concepts and strategies with a socio-cultural lens. They explore barriers and enablers to physical activity identifying how personal, social, and cultural factors affect participation. Students initiate and contribute to the development of strategies that promote equity and inclusivity through a range of theme-based games, sporting and physical activities. They reflect on the success of these strategies in building confidence and motivation, as well as the improvement in the learning environment for themselves and others. The key ideas and considerations below provide a guide for learning.

Focus Area 3: About movement

Students develop theoretical knowledge to understand the richness and diversity of movement experiences. Physical activity contexts enable individuals' to apply their knowledge to real-life experiences to evaluate participation and performance outcomes.

Assessment Details:

A grade (A to E) is awarded to each student at the end of each term as well as a grade at the end of each semester. These grades reflect how well a student has met the course objectives or assessment criteria against Performance Standards.

Assessment Type 1: Improvement Analysis

Assessment Type 2: Physical Activity Investigation

Assessment methods include:

Practical: collection of game data, video analysis, fitness data and/or literature research.
Theory: blog/vlog, video analysis, screencast, newspaper article advocating for inclusivity and equity, reflective journal and collaborative investigation and presentation.

Special requirements:

Students are expected to change into suitable sports clothing and sports shoes. A notebook or folder is essential. Some activities involve a cost if chosen.

Future:

Stage 2 PE. Further studies in the fields of Physical Education, Health or Recreation may be possible. Students can develop leadership skills and abilities which can be applied in community activities and sports clubs. Successful completion of Stage 2 Physical Education may contribute to entrance to some tertiary institutions.

[Top of the Document](#)

Sport and Recreation**Stage 1**

Length: 1 semester

Assumed Knowledge: an interest in sport

Description:

Students selecting this course should have an interest in coaching or officiating in community sports. There is a focus on developing an understanding the sport and recreation industry. Students will develop skills that will help them to coach junior teams, manage sporting events and competitions in a safe and effective manner both within the school and the wider community. Students will be able to select sports and projects they have an interest in.

Assessment:

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

Practical	40%
Connections	30%
Personal Endeavour	30%

Future:

Stage 2 Physical Education or Stage 2 Sport and Recreation, This course would suit any student who has an interest in a career in community sport, coaching, officiating, teaching, event management, paramedics, first aid.

[Top of the Document](#)

Length: 1 Semester

Assumed Knowledge:

Health and Physical Education at year 8, 9 and 10.
Students must be able to swim 50m fully clothed.

Description:

This is a 10-credit subject (one semester unit), that consists of four main topics:

- Environment and Conservation
- Planning and Management
- Outdoor Activities
- Outdoor Journey.

This subject involves skills and knowledge in a selection of practical outdoor activities including **canoeing**, **bushwalking**, cycling, rock climbing and surfing. Within these contexts students will learn about safety (including first aid) in the outdoors, the natural environment, conservation and low impact living. Two camping experiences of various lengths will need to be undertaken as part of this course.

Assessment Details:

A grade (A to E) is awarded to each student at the end of each term as well as a grade at the end of the semester. These grades reflect how well a student has met the course objectives or assessment criteria against Performance Standards, through the following assessment types:

1. Assessment Type 1: Practical
2. Assessment Type 2: Folio
3. Assessment Type 3: Report.

Assessment methods include:

Practical: Performance checklists, observations, written assignments and rubrics.

Theory: Tests, assignments, individual studies, oral presentations, reports and rubrics.

Special requirements:

Students are expected to change into suitable clothing and shoes relevant activity. A notebook or folder is essential. Food costs associated with camps will need to be met by individuals.

Future:

Desirable for Outdoor Education 1 and 2 or Outdoor and Environmental Education.

Useful for TAFE and University sport and recreational courses with practical environmental components, such as National Parks and Wildlife. Some outdoor skills will be useful for students entering the armed services.

[Top of the Document](#)

Length: 1 Semester

Assumed Knowledge:

Health and Physical Education at year 8, 9 and 10.
Students must be able to swim 50m fully clothed.

Description:

This is a 10-credit subject (one semester unit), that consists of four main topics:

- Environment and Conservation
- Planning and Management
- Outdoor Activities
- Outdoor Journey.

This subject involves skills and knowledge in a selection of practical outdoor activities including canoeing, bushwalking, cycling, rock climbing, **mountain bike riding** and **surfing**. Within these contexts students will learn about safety (including first aid) in the outdoors, the natural environment, conservation and low impact living. Two camping experiences of various lengths will need to be undertaken as part of this course.

Assessment Details:

A grade (A to E) is awarded to each student at the end of each term as well as a grade at the end of the semester. These grades reflect how well a student has met the course objectives or assessment criteria against Performance Standards, through the following assessment types:

4. Assessment Type 1: Practical
5. Assessment Type 2: Folio
6. Assessment Type 3: Report.

Assessment methods include:

Practical: Performance checklists, observations, written assignments and rubrics.

Theory: Tests, assignments, individual studies, oral presentations, reports and rubrics.

Special requirements:

Students are expected to change into suitable clothing and shoes relevant activity. A notebook or folder is essential. Food costs associated with camps will need to be met by individuals.

Future:

Desirable for Outdoor Education 1 and 2 or Outdoor and Environmental Education.

Useful for TAFE and University sport and recreational courses with practical environmental components, such as National Parks and Wildlife. Some outdoor skills will be useful for students entering the armed services.

[Top of the Document](#)

Length: 1 Semester

Assumed Knowledge:

None

Description:

This is a 10-credit subject (one semester unit), that develops technical cookery skills through investigation of topics such as Food and its place in Celebrations, Local foods and Food Miles, Catering for a Function, Current Food Trends and Flavours and Food Styling methods.

Costs of some ingredients within major practicals may need to be met by students.

Assessment Details:

A grade (A to E) is awarded to each student at the end of each term as well as a grade at the end of the semester. These grades reflect how well a student has met the course objectives or assessment criteria against Performance Standards.

Students are required to participate in the planning and preparation of food, action plans, research reports and reflections.

- Assessment Type 1 : Practical Activity – 50%
- Assessment Type 2 : Group Activity – 30%
- Assessment Type 3 : Investigation – 20%

Future:

This course is a basis for many food related life skills. Recommended for students considering Home Economics at Stage 2. The course would be useful for students considering a career in the Food and Hospitality Industry.

[Top of the Document](#)

Length: 1 Semester

Assumed Knowledge:

None

Description:

This is a 10-credit subject (one semester unit), that develops technical cookery skills through investigation of topics such as Food Safety and Hygiene, Menu Planning, working in teams producing Food for Functions, designing a Restaurant and researching career opportunities in the Hospitality Industry.

Costs of some ingredients within major practicals may need to be met by students.

Assessment Details:

A grade (A to E) is awarded to each student at the end of each term as well as a grade at the end of the semester. These grades reflect how well a student has met the course objectives or assessment criteria against Performance Standards.

Students are required to participate in the planning and preparation of food, action plans, research reports and reflections.

- Assessment Type 1 : Practical Activity – 50%
- Assessment Type 2 : Group Activity – 30%
- Assessment Type 3 : Investigation – 20%

Future:

This course is a basis for many food related life skills. Recommended for students considering Home Economics at Stage 2. The course would be useful for students considering a career in the food and hospitality industry.

[Top of the Document](#)

Length: 1 Semester

Assumed Knowledge:

None

Description:

This is a 10-credit subject (one semester unit), that develops technical cookery skills through investigation of new and emerging trends under negotiated topics such as Garnishes and Decorations, Bread making, Chocolate work, Food Preservation, Cake Decorating and place/table settings.

Costs of some ingredients within major practicals may need to be met by students.

Assessment Details:

A grade (A to E) is awarded to each student at the end of each term as well as a grade at the end of the semester. These grades reflect how well a student has met the course objectives or assessment criteria against Performance Standards.

Students are required to participate in the planning and preparation of food, action plans, research reports and reflections.

- Assessment Type 1 : Practical Activity – 50%
- Assessment Type 2 : Group Activity – 30%
- Assessment Type 3 : Investigation – 20%

Future:

This course is a basis for many food related life skills. Recommended for students considering Home Economics at Stage 2. The course would be useful for students considering a career in the food and hospitality industry.

[Top of the Document](#)

Length: 1 Semester

Assumed Knowledge:

None

Description:

This is a 10-credit subject (one semester unit), that explores the nature and diversity of children from conception to six years old. Topics covered include child development, safety and first aid, literacy development, food choices, play and clothing.

It is an expectation of this course that students will care for a simulator baby for a designated period of time.

Assessment Details:

A grade (A to E) is awarded to each student at the end of each term as well as a grade at the end of the semester. These grades reflect how well a student has met the course objectives or assessment criteria against Performance Standards.

Assessment includes food preparation, observations, research, action plans, reflections, oral and/or written reports.

- Assessment Type 1 : Practical Activity – 40%
- Assessment Type 2 : Group Activity – 20%
- Assessment Type 3 : Investigation – 40%

Future:

This course is a basis for family related life skills. Recommended for students considering Child Studies at Stage 2. The course would be useful for students considering a career in working with young children.

[Top of the Document](#)

Length: 2 Semesters

Assumed Knowledge:

Health and Physical Education at year 8, 9 and 10.

It is also preferred that students have studied at least 1 semester of PE at stage 1 to give them background experience and skills in sports studied at year 12 level.

Description:

There are three registered SACE developed modules (sports) which will be worth 50% of the course. It is a 20-credit subject that consists of the following two key areas of study:

Practical Skills and Applications:

This consists of 3 practical units:

- Centrally developed practical 1
- Centrally developed practical 2
- Centrally developed practical 3 or negotiated practical

Principles and Issues:

This is a theory section which consists of 3 modules:

1. Exercise Physiology and Physical Activity:
Energy sources; training and evaluation of physical performance; physiological factors affecting performance; and patterns of physical activity
2. The Acquisition of Skills and the Biomechanics of Movement:
How skill is acquired; specific factors affecting learning; psychology of learning and performance; biomechanics and skilled performance
3. Issues Analysis:
Students investigate and critically analyse a chosen issue that is related to physical activity and relevant to local, regional, national, or global communities.

Assessment Details:

A grade (A to E) is awarded to each student at the end of each term as well as a grade at the end of the course. These grades reflect how well a student has met the course objectives or assessment criteria against Performance Standards, through the following assessment types:

School-based Assessment (70%):

Assessment Type 1: Practical (50%)

Assessment Type 2: Folio (20%)

External Assessment (30%):

Assessment Type 3: Examination (30%).

Methods Of Assessment Include:

Practical: Performance checklists (Stage Two Performance Rubric), skill tests

Theory: Integrated tasks and the issues analysis may be presented in written, oral, or multimodal form. Examples could include audiovisual presentations, case studies, essays, laboratory reports, projects, reviews, survey work, written assignments, research assignments, other individual or group activities.

Future:

The course provides good background to students wishing to pursue further study in Physical Education, Health and Recreational fields at a Tertiary level. Students can develop leadership and coaching skills which will benefit them in community activities.

[Top of the Document](#)

Length: Whole year

Assumed Knowledge: an interest in sport

Description:

Students complete a number of sports related activities including practicals, nutrition, sports coaching certificates, Active After Schools training, a level 1 Sports trainer course and then a major project of their choice usually including coaching or umpiring in the community (selected groups work on a school sport event e.g. 9 a-side football, cross country) to gain an understanding of the organisation and implementation of a big event. Integrated Learning requires students to apply their knowledge and skills to a real-world task, event, learning opportunity, or context, which leads to a specific purpose, product, or outcome.

Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others.

Assessment:

School based Assessment

Practical	40%
Connections	30%

External assessment

Personal Endeavour	30%
--------------------	-----

Future:

This subject is an ATAR scoring subject. It would suit a student who is interested in community sports, teaching, coaching, officiating, event management, community health, local government, paramedics and first aid.

[Top of the Document](#)

Length: 2 Semesters

Assumed Knowledge:

Health and Physical Education at year 8, 9 and 10.

Outdoor Education at Stage 1 is beneficial.

Must be able to swim 50m fully clothed.

Description:

This is a 20-credit subject, consisting of the following six topics:

- Environmental Studies
- Planning and Management Practices
- Outdoor Journeys
- Sustainable Environmental Practices
- Leadership and Planning
- Self-reliant Expedition.

This subject involves skills and knowledge in the practical outdoor activities of canoeing, kayaking and surfing; learning about safety (including first aid) in the outdoors, the natural environment, conservation, low impact living and contemporary issues related to the environment and its use for recreational purposes. Expeditions that involve camping overnight need to be completed as part of this course.

Assessment Details:

A grade (A to E) is awarded to each student at the end of each term as well as a grade at the end of the course. These grades reflect how well a student has met the course objectives or assessment criteria against Performance Standards, through the following assessment types:

School-based Assessment (70%):

1. Assessment Type 1: Folio (20%)
2. Assessment Type 2: Group Practical (30%)
3. Assessment Type 3: Individual Practical (20%)

External Assessment (30%):

4. Assessment Type 4: Investigation (30%)

Assessment methods include:

Practical: Performance checklists, observations, peer feedback, observation of team work skills, observation of leadership skills, written assignments and rubrics.

Theory: Tests, assignments, individual studies, oral presentations, reflections, planning of practicals, reports and rubrics.

Special requirements:

Students are expected to change into suitable clothing and shoes relevant activity. A notebook or folder is essential. Food costs associated with camps will need to be met by individuals.

Future:

Students will gain a sound basis for pursuing Outdoor Education, Ecotourism or other Environmental-based courses at tertiary level. Skills gained will be useful in the armed forces.

[Top of the Document](#)

Length: 2 Semesters

Assumed Knowledge:

Stage 1 English

It is preferred that students have studied one or more semesters of Home Economics in year 9, 10 and 11 to give them background experience, knowledge and skills that will be studied at year 12 level. Discussion with the Health and Personal Development Coordinator should be held if students have little background experience in Home Economics.

Description:

This is a 20-credit subject. The topics covered include food and culture, food and hygiene, food and technology, OHS&W, and current trends in food and restaurant styles.

Students require good skills in food preparation and presentation and the ability to communicate well, both orally and in writing. Students are expected to be able to work both independently and as part of a working group. The Investigation is 'student driven' and carries a heavy weighting requiring a high degree of commitment.

Costs of some ingredients within major practicals may need to be met by students.

*Some out-of-hours catering/food preparation may form a part of this course.

Assessment Details:

A grade (A to E) is awarded to each student at the end of each term as well as a grade at the end of the course. These grades reflect how well a student has met the course objectives or assessment criteria against Performance Standards, through the following assessment types:

School-based Assessment (70%):

Assessment Type 1 : Practical Activity – 50%

Assessment Type 2 : Group Activity – 20%

External Assessment (30%):

Assessment Type 3 : Investigation – 30%

Future:

This course leads to food based studies at TAFE or Tertiary level or provides a vocational pathway.

[Top of the Document](#)

Length: 2 Semesters

Assumed Knowledge:

Stage 1 English

Description:

Students will explore the nature and diversity of children from birth to eight years. Topics include the stages of development, children's needs and rights, the value of play, concepts of childhood and families, the roles of parents and caregivers, behaviour management, media, literacy, child nutrition, child safety, and the health and well-being of children.

Students work independently and as part of a group. Fieldwork is expected, as is the investigation which is "student driven" and carries a high weighting requiring a high degree of commitment.

Assessment Details:

A grade (A to E) is awarded to each student at the end of each term as well as a grade at the end of the course. These grades reflect how well a student has met the course objectives or assessment criteria against Performance Standards, through the following assessment types:

School-based Assessment (70%):

Assessment Type 1: Practical Activity – 50%

Assessment Type 2: Group Activity – 20%

External Assessment (30%):

Assessment Type 3: Investigation – 30%

Future:

This course is a basis for family related life skills. This course would be useful for students considering a career in working with young children, including teaching, medicine, childcare and OHSC and provides a background for TAFE and University related courses.

[Top of the Document](#)