

SACE Health & Personal Development 2018

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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:

Students will have a large 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 2 sections:

Practical skills and applications:

This consists of 3 practical units chosen from a range of individual, fitness, team, group, adventure, aquatic, outdoor and recreational activities.

Principles and issues:

This is a theory section which consists of 2 modules:

1. The nature of physical activity

Fitness, training principles and methods, body systems, human physical performance and sports injuries.

2. Issues analysis

Students will be required to critically analyse issues that are relevant to their local, regional, national or global communities. There is a strong focus on research and appropriate referencing. Topics focus on physical activity and could include drugs, professionalism, health risk factors, sport in society, safety, risk management, disability, equal opportunities, children in sport, sports injuries, play education, gender and declining fitness levels.

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.

Practical	60%
Theory	40%

Assessment methods include:

Practical: Performance checklists, skills tests, written assignments and rubrics.

Theory: Tests, assignments, oral presentations, laboratory reports, work sheets and rubrics.

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.

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Length: 1 Semester

Assumed Knowledge:

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

Description:

Students will have a large input into the choice of practical and theory topics, with guidance from a SACE board recommended list. Students who studied PE A in semester 1 can study PE B in semester 2, as the topics are different.

This is a 10-credit subject (one semester unit), comprising of 2 sections:

Practical skills and applications:

This consists of 3 practical units chosen from a range of individual, fitness, team, group, adventure, aquatic, outdoor and recreational activities.

Principles and issues:

This is a theory section which consists of 2 modules:

1. The nature of physical activity

Fitness, training principles and methods, body systems, human physical performance and sports injuries.

2. Issues analysis

Students will be required to critically analyse issues that are relevant to their local, regional, national or global communities. There is a strong focus on research and appropriate referencing. Topics focus on physical activity and could include drugs, professionalism, health risk factors, sport in society, safety, risk management, disability, equal opportunities, children in sport, sports injuries, play education, gender and declining fitness levels.

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.

Practical	60%
Theory	40%

Assessment methods include:

Practical: Performance checklists, skills tests, written assignments and rubrics.

Theory: Tests, assignments, oral presentations, laboratory reports, work sheets and rubrics.

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

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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	50%
Folio and Discussion	30%
Group Activity	20%

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.

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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:

Assessment Type 1: Practical

Assessment Type 2: Folio

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.

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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:

Assessment Type 1: Practical

Assessment Type 2: Folio

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.

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Length: 1 Semester

Assumed Knowledge:

None

Description:

This is a Vocational Education and Training (VET) unit (20-credit subject run over one semester), that focuses on the Food processing Industry. Students will be working towards competencies from Certificate 2 in Food Processing through participation in the production of food items related to Chocolate and Preserves.

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 VET competencies.

Students are required to participate in the planning and preparation of food products related to the food processing industry and related theoretical components.

- Statement of Attainment (VET units) 100%

Future:

Recommended for students considering Home Economics at Stage 2. The course would be useful for students considering a career in the Food and Hospitality or Food Processing Industries.

Further study in the Food Processing industry-including Certificate 2 and 3 at TAFE.

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Length: 1 Semester

Assumed Knowledge:

None

Description:

This is a Vocational Education and Training (VET) unit (20-credit subject run over one semester), that focuses on the Food processing Industry. Students will be working towards competencies from Certificate 2 in Food Processing through participation in the production of food items related to Bread and Confectionary.

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 VET competencies.

Students are required to participate in the planning and preparation of food products related to the food processing industry and related theoretical components.

- Statement of Attainment (VET units) 100%

Future:

Recommended for students considering Home Economics at Stage 2. The course would be useful for students considering a career in the Food and Hospitality or Food Processing Industries.

Further study in the Food Processing industry-including Certificate 2 and 3 at TAFE.

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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.

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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.

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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.

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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.

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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 SSABSA 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.

Some modules chosen may require an additional cost.

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.

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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. 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 30%

Group Activity 20%

Folio and Discussion 20%

External assessment

Project 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.

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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%):

Assessment Type 1: Folio (20%)

Assessment Type 2: Group Practical (30%)

Assessment Type 3: Individual Practical (20%)

External Assessment (30%):

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.

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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.

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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.

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