Health and movement science Stage 6 (Year 12)

Focus area 2 – depth study – improving performance in football (soccer)

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This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own program, assessment, or scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

# Overview

The following depth study is provided as a guide. External resources embedded throughout should not be considered endorsed.

Preview, evaluate and adjust all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context.

This depth study is intended to be completed in Year 12 to consolidate knowledge of Focus area 2 – Training for improved performance. The depth study is designed to be assessable.

Fifteen hours have been allocated to this depth study.

Before undertaking this depth study, students should have demonstrated basic or sound understanding of:

* how training influences performance
* the impact of sleep, nutrition and supplementation on movement and performance
* how individuals train for sustained movement and performance.

The **Year 12 Focus area 2 – sample assessment task – improving performance in football (soccer)** accompanies this depth study to formally assess the application of content relating to Focus area 2 – Training for improved performance. This sample assessment task program can be accessed on the [Planning, programming and assessing PDHPE 11–12 curriculum webpages](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12).

Opportunities for reflection and adjustments can be made depending on student interest.

# Purpose

This depth study provides students with opportunities to consolidate and deepen their knowledge and understanding of training for improved performance.

This depth study focuses on consolidating syllabus knowledge relating to team sports **only**, using an extended case study which is based on the A-League Men’s tournament, the highest-level professional men’s football (soccer) league in Australia.

## Learning intentions and success criteria

**Explicit teaching note:** learning intentions and success criteria are most effective when they are contextualised to meet the needs of students in the class. The examples provided in this document are generalised to demonstrate how learning intentions and success criteria could be created.

Students will:

* understand how factors including training, nutrition, supplementation, sports psychology, biomechanical principles, technology and sports medicine impact movement and performance in football
* analyse how an annual team training program is planned and structured to improve performance in football
* critically analyse the relationships between, and implications of, a range of factors including training, nutrition, supplementation, sports psychology, biomechanical principles, technology and sports medicine to influence performance in football
* propose and evaluate solutions to complex issues relating to improving performance in football.

# Syllabus

The following syllabus outcomes and content are addressed if all the teaching and learning activities are completed. Students should have already covered this content while engaged in Focus area 2. In this depth study, syllabus content referring to individual and team sport will **only address the content in relation to team sports**.

## Outcomes

A student:

* investigates factors that impact movement and performance **HM-12-04**
* analyses individual and group training programs to improve performance **HM-12-05**
* Analysis: critically analyses the relationships and implications of health and movement concepts **HM-12-06**
* Communication: communicates health and movement concepts using modes appropriate to a range of audiences and contexts **HM-12-07**
* Creative thinking: generates and assesses new ideas that are meaningful and relevant to health and movement contexts **HM-12-08**
* Problem-solving: proposes and evaluates solutions to complex health and movement issues **HM-12-09**
* Research: analyses a range of sources to make conclusions and judgements about health and movement concepts **HM-12-10**

[Health and Movement Science 11–12 Syllabus](https://curriculum.nsw.edu.au/learning-areas/pdhpe/health-and-movement-science-11-12-2023/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2023.

## Content

### Focus area 2 – Training for improved performance

**How does training influence movement and performance?**

* Assess the types of training and training methods and their relevance for a variety of sports
* Evaluate the application of the principles of training to both aerobic and strength training
* Examine the relationship between the principles of training, physiological adaptations and improved performance

**How does training differ for individual and group sports?**

* Compare aspects that need to be considered when designing a training session for individual and group sports
* Compare a yearly training program for an individual and a group sport
* Investigate how individual and group sports apply psychological strategies, optimising arousal and management of stress and anxiety, to improve participation and performance
* Discuss the factors that influence how strategies and tactics are applied to individual and group sports

**What impact does sleep, nutrition and supplementation have on movement and performance?**

* Explain how sleep, nutrition and hydration can be used to reduce fatigue and positively influence movement and injury prevention
* Discuss the use of supplements, micronutrients, protein, caffeine and creatine products for improved performance

**How do individuals train for sustained movement and performance?**

* Explain how biomechanics can be used to develop efficient movements for sustained movement and improved performance
* Justify recovery strategies used for sustained movement and performance
* Examine the role technology can play to improve performance
* Explain the management and prevention of sporting injuries

# Depth study instruction

**Inquiry question** – How does an elite football team maximise performance?

## Task

**Throughout the depth study, students assume the role of different professionals involved with an elite football team who are aiming to maximise their performance.**

**Successful performance of an elite sports team requires an extensive team of professionals working together to plan and implement the most effective training and nutrition. Throughout the season, individual athlete needs must be catered for, injuries must be addressed and adjustments may need to be made if the plan isn’t achieving the desired goals.**

**Students are individually provided with a proposed yearly training program for an A-League Men’s football team’s season.**

**Note:** students work in small groups of 3 to 4 for this depth study unless otherwise indicated. This depth study could also be adjusted to be completed individually.

## Assessment

To answer the inquiry question, the depth study has a series of embedded formative assessment opportunities for students to respond to. These are identified within pink boxes.

For teachers who choose to use this task as a formal summative assessment, access the **Year 12 Focus area 2 sample assessment task – improving performance in football (soccer)**. This assessment task can be accessed on the [Planning, programming and assessing PDHPE 11–12 curriculum webpages](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12).

## Optional lead-in activity

Students are presented to by staff from an elite sports team (coach, nutritionist, physiotherapist) as part of an incursion or excursion outlining the roles and responsibilities of each professional.

**Note:** all depth study activities can be adjusted to address an alternate team sport.

## Section A – coaches and trainers

Provide each student with an individual copy of [Resource 1 – A-League men’s yearly training program](#_Resource_1_–) found in the resources section of this document. An accessible version can be found on the [Planning, programming and assessing PDHPE 11–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12) curriculum webpage.

Explain to students that as a member of the coaching or strength and conditioning staff, they have been asked to review the team’s yearly training program to understand its purpose and goals, and to design training and recovery schedules and sessions for the team.

In their groups:

1. Students discuss and annotate the yearly training program with potential reasons for
2. the progression of phases for different components of fitness
3. changes in intensity and volume of training.
4. Students propose and justify which weeks fitness testing should be conducted in, and which fitness tests should be completed, throughout the year.
5. Students develop a series of proposed fortnight-long team training and recovery schedules.
6. Students develop schedules for the following timings during the season: 2 pre-season, one in-season and one finals series schedule. Students must demonstrate consideration of the following
	* 1. for training sessions, include length of sessions, focus of sessions (components of fitness), intensity of sessions
		2. include recovery sessions with activities
		3. include the game day (if relevant)
		4. principles of training should be evidenced.

**Note:** students can access [Resource 2 – training and recovery schedule template](#_Resource_2_–) for additional support and guidance.

1. Students develop one example team training session from each of the schedules from Step 3a.
	* 1. Include: health and safety considerations, overview or aim of the session (goal specific), warm-up and cool-down, skill instruction and practise, conditioning, strategies and tactics, athlete reflection and/or coach evaluation.

**Note:** students can access [Resource 3 – training session template](#_Resource_3_–) for additional support and guidance.

1. Students complete the following questions individually
2. Justify the types of training and training methods incorporated in each training schedule from Steps 3a and 3b, with reference to the point in the season and desired physiological adaptations.
3. Justify how the recovery strategies that have been included in the training and recovery schedules will promote improved and sustained movement and performance.
4. Justify the application of relevant principles of training evidenced in the training schedules and training sessions, with reference to the point in the season and desired physiological adaptations.

**Formative assessment opportunity – outcome HM-12-05**

Students analyse the group training programs that they have created to make the relationship clear between types of training, training methods, principles of training, physiological adaptations and recovery strategies, and improved performance in their individual written work in Step 4. Teachers may choose for students to submit this individual written work for formative assessment and feedback.

## Section B – nutritionist

Explain to students that as the team’s nutritionist, they must design dietary plans for the athletes to support their nutrient and energy needs so that they are able to perform at their best. These plans must align to changes in training loads, climatic conditions and individual dietary needs.

In their groups:

1. Students review the yearly training program and annotate any points where there may need to be adjustments or changes in diet and hydration.
2. Students brainstorm the nutritional requirements of a football player for training and pre-, during- and post-games.
3. Students create 2 nutrition plans for the team that align with 2 of the training weeks from Section A, Step 3a. Include the following
4. one pre-season week and one competition-season week, including game day nutrition
5. vegetarian options
6. any supplements that may be considered
7. hydration.

**Note:** students can access [Resource 4 – football nutrition plan template](#_Resource_4_–) for additional support and guidance.

1. Students complete the following questions individually
2. Analyse the dietary requirements of an A-League football player pre-, during- and post-performance in a competition game.
3. Assess the use of supplementation in improving performance in A-League football.

**Formative assessment opportunity – outcome HM-12-04**

Students investigate the impact of nutrition and supplementation on performance in football in their individual written work, making clear the relationship between different nutrients and the energy pathways of football. They also make clear the relationship between the physical requirements of the sport of football and potential supplements that could be used to improve performance.

## Section C – sports psychologist

Explain to students that as the sports psychologist for the team, they play a critical role in teaching the athletes how to manage their stress, anxiety and motivation throughout the season. This is imperative to maximising performance individually, particularly in high-stress situations, to support the team’s success.

In their groups:

1. Students review the yearly training program and design a plan for introducing and practising psychological strategies across the season to optimise arousal, manage stress and anxiety and improve participation and performance.
2. Students brainstorm scenarios where the A-League players may experience higher degrees of stress and anxiety.
3. Students review the following 3 case studies.

**Case study 1 – Jose**

Jose is a highly experienced member of the team who has played for the club for the past 7 years. He predominantly plays midfield, however, is occasionally moved to the wing. Around the midpoint of the season, Jose was turning up to training late and his lack of effort was noted by the coaching staff. He was overheard complaining to teammates that he’s just not feeling very inspired or motivated. His performance in strength and conditioning sessions in the gym had also been declining and his average meters covered in competition games was showing a downward trend.

**Case study 2 – Adam**

Adam is a new recruit into the team from the U21s squad where he was a very successful striker, winning the U21s golden boot award for most goals in the season for the past 2 years. In the first 3 games of the competition season, Adam positioned himself extremely well for strikes on goal during games, however when it came to scoring, he was missing the goal significantly, even when it seemed like a very easy shot. He had also missed 3 penalty shots which was uncharacteristic for him.

**Case study 3 – Malik**

Malik is a centre back who has been in the team for 2 years. He trains hard and holds other people’s opinion of his performance very highly, consistently working to address any weaknesses. On game days, Malik becomes incredibly nauseous prior to playing and finds it difficult to concentrate due to the butterflies in his stomach. He finds that this feeling impacts how he plays for the first 10 minutes of the game, and he is likely to make mistakes in the opening plays, until he becomes more relaxed while he is out on the pitch.

1. Students engage in a group discussion: Propose the most effective psychological strategy(ies) that should be employed for each athlete and why.
2. Students complete the following question individually: Critically analyse the importance of applying psychological strategies in optimising arousal, managing stress and anxiety, and improving participation and performance in football.

**Formative assessment opportunity – outcome HM-12-06**

Students critically analyse psychological strategies to draw out the implications of applying these on improving performance. Students also make clear the relationship between optimising arousal and managing stress and anxiety and improvements in performance.

## Section D – team doctor and physiotherapist

Explain to students that despite the best physical preparation and precautionary actions, injuries regularly occur in sport, especially in team sports with a range of interactive skills. As the medic, it is their job to quickly assess and manage injuries to avoid causing any further damage and to support the wellbeing of the player. Additionally, effective rehabilitation post-injury is critical to ensuring athletes can return to play successfully, which is their role as the team physiotherapist.

In their groups:

1. Students research the most common injuries sustained in the sport. Students select 3 common injuries, one minor injury (requiring minor first aid, and return to play within a week) and 2 different major injuries (requiring multiple weeks or months recovery).

**Note:** examples of minor injuries may include cuts, grazes, contusions. Examples of major injuries may include ankle sprains, muscular strains, ACL tear, broken bones, concussions.

1. For each injury students discuss
2. the classification
3. effective assessment and management of the injury.
4. For each major injury students design a rehabilitation and return to play plan detailing
5. the timing of different rehabilitation procedures including progressive mobilisation, graduated exercise, training, use of heat and cold
6. indicators during recovery that progress the rehabilitation procedures (for example, reduced swelling, pain free, normal range of motion).
7. Students complete the following questions individually
8. Propose and justify the rehabilitation procedures for one major injury experienced in the sport of football.
9. Justify the return to play procedures for an athlete that has experienced a major injury while playing football.

**Formative assessment opportunity – outcome HM-12-09**

Students evaluate rehabilitation procedures to propose the most effective procedures as solutions for the complex issue of an injured athlete preparing to return to play.

## Section E – biomechanist

Students are told that, as a biomechanist working with the team, it is their role to analyse and assess how the athletes are physically moving to enhance performance and reduce injuries. In football, it encompasses analysing the best technique when running, kicking, dribbling and defending the ball to ensure athletes know how to most effectively apply and absorb force on the ball and the ground, and to understand how the ball travels through the air.

In their groups:

1. Students revise the most common injuries experienced in football (from Section D, Step 1). They then brainstorm the role of biomechanics in potentially reducing the occurrence of these injuries.
2. Inform students that team statistics collected from the previous year have identified 2 key areas for improvement for this season. These are

**Area 1**

Striking the ball when making an attempt at goal. On average, when players in this team are striking the ball for an attempt at goal, their strike has 3% less power than opposing teams.

1. In their groups, students discuss and answer
	* 1. What impact does this have on the motion of the ball?
		2. What implications does this have on performance?
		3. How can biomechanics be used to improve this aspect of performance?

**Area 2**

Stopping and controlling an airborne ball that has been struck from a distance. When stopping and controlling an airborne ball that has travelled over 20 m, players are making an error and losing possession of the ball 35% of the time.

1. In their groups, students discuss and answer
	* 1. What biomechanical principles need to be considered when stopping and controlling a ball that is being received?
		2. What strategies would you recommend to improve the team’s performance in this aspect of the game?
2. Inform students that another area for improvement identified by the offensive coach in his post-season notes was the players ability to ‘bend’ (travel in a curved path) the ball around when striking a free kick.
3. Discuss the benefit of causing the ball to bend when striking at goal.
4. Draw a diagram that could be used to help the athletes understand how the Magnus effect will cause a ball to ‘bend’ when it is struck.
5. Inform the students that the team physiotherapist identified that during the pre-season last year, there was an abnormally high proportion of players presenting with signs and symptoms of plantar fasciitis and/or Achilles pain about halfway through the pre-season.
6. What biomechanical factors may have influenced this statistic?
7. What recommendations could you make to the training staff to reduce the occurrence of this for the following season?
8. Students complete the following question individually: Propose ways in which biomechanics can be used to develop efficient movements for sustained movement and improved performance in football.

**Formative assessment opportunity – outcome HM-12-06**

Students critically analyse the implications of applying biomechanics for sustained movement and improved performance in football.

## Section F – sports scientist

Explain to students that in elite sport, ensuring that you are using the most technologically advanced equipment, software and training innovations is imperative to success. As the sports scientist working with the team, they have been asked to seek out 3 potential contemporary technologies that the team could invest funding in to improve performance.

1. Students research 3 new or emerging technologies that could be used by an elite football team to improve performance. As a group, students complete a [Plus-Minus-Interesting (PMI) chart](https://app.pre.education.nsw.gov.au/learning-tools-selector/LearningActivity/Card/551?clearCache=f51ea6e3-d0e7-bef1-be01-523b7066f46) to evaluate the effectiveness of each technology for the team.
2. Students complete the following question individually: Evaluate emerging technologies that could be used by an elite football team to improve performance.

**Formative assessment opportunity – outcome HM-12-06**

Students critically analyse the relationships between emerging technologies and improved performance in football to evaluate their effectiveness in their written work.

# Assessment task

**Note:** this final product and submission can be completed as a part of class-based formative assessment or can be completed as an assessable summative task.

For teachers who choose to use this task as a formal summative assessment, access the **Year 12 Focus area 2 sample assessment task – improving performance in football (soccer)**. This assessment task can be accessed on the [Planning, programming and assessing PDHPE 11–12 curriculum webpages](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12).

## The task

Students will assume the role of one of the following professions:

* coaching staff
* nutritionist
* psychologist
* physiotherapist
* biomechanist
* sports scientist.

They have been completing an internship with an A-League football (soccer) team for the past year, and now wish to apply for a full-time role with a new A-League team. Students write and submit a cover letter for a job application to work with an A-League football team in their field of expertise. The application should demonstrate a clear understanding of the responsibilities of the role, which has been established through the completion of the depth study, and must detail specific examples of their successful work in this field. It must also demonstrate how they would work in collaboration with at least one other professional in a different role to enhance the success of a football team.

## The submission

A one-page cover letter applying for a job with an A-League team detailing the following:

* the position they are applying for
* an understanding of the responsibilities of the role
* an understanding of how the role impacts individual/team performance
* specific examples of successful work in this position (this should be directly related to activities completed in the depth study)
* examples of how they have worked with at least one colleague from a different profession in the team (coaching staff, nutritionist, psychologist, physiotherapist, biomechanist or sports scientist) to achieve team success.

Students must also attach a piece of work that evidences an example of the work they have produced during their internship. This should be sourced from the activities in the **Focus area 2 depth study – improving performance in football (soccer)**, for example, a training schedule, nutrition plan, rehabilitation plan, notes detailing successful psychological strategy interventions. Students should refer to this in their cover letter.

**Note:** students should be supported in developing literacy skills to write for this specific context, considering persuasive writing techniques, the target audience, structure of a cover letter and appropriate vocabulary.

## Marking guidelines

Table 1 – assessment marking guidelines

|  |  |
| --- | --- |
| Mark | Marking guideline descriptors |
| 10–9 | * Demonstrates a comprehensive understanding of factors relevant to the chosen role (coaching staff, nutritionist, psychologist, physiotherapist, biomechanist or sports scientist) that impact movement and performance for a football team and players
* Shows clear relationships between the assumed role (coaching staff, nutritionist, psychologist, physiotherapist, biomechanist or sports scientist) and improvement in performance of a football team and players
* Draws out a variety of implications this relationship has on performance in football
* Provides substantiated justifications of why the assumed role is important to improving performance for a football team and players in collaboration with at least one other role
* Communicates consistently using persuasive writing techniques in a clear and logical manner
* Supports the response with relevant examples that are specific to football
 |
| 8–7 | * Demonstrates a thorough understanding of factors relevant to the chosen role (coaching staff, nutritionist, psychologist, physiotherapist, biomechanist or sports scientist) that impact movement and performance for a football team and players
* Shows a relationship between the assumed role (coaching staff, nutritionist, psychologist, physiotherapist, biomechanist or sports scientist) and improvement in performance of a football team and players
* Draws out implication(s) this relationship has on performance in football
* Provides a justification of why the assumed role is important to improving performance for a football team and players in collaboration with at least one other role
* Communicates using persuasive writing techniques in a clear and logical manner
* Supports the response with examples that relate to football
 |
| 6–5 | * Demonstrates a sound understanding of factors relevant to the chosen role (coaching staff, nutritionist, psychologist, physiotherapist, biomechanist or sports scientist) that impact movement and performance for a football team and players
* Makes evident some relationships between the assumed role (coaching staff, nutritionist, psychologist, physiotherapist, biomechanist or sports scientist) and improvement in performance of a football team and players
* Attempts to give reasoning or vague reasoning of why the assumed role is important to improving performance for a football team and players in collaboration with at least one other role
* Provides some relevant football examples
 |
| 4–3 | * Provides characteristics and features of factors that impact movement and performance in football
* Attempts to show the relationships between a role (coaching staff, nutritionist, psychologist, physiotherapist, biomechanist or sports scientist) and improvement in performance of a football team and players
* Provides some examples
 |
| 2–1 | * Sketches factors that impact movement and performance in general terms
* Provides an example(s)
 |

# Resources

These resources have been designed to support students to complete this depth study. All resources should be reviewed to ensure their suitability for your students. An accessible version of Resource 1 can be found on the [Planning, programming and assessing PDHPE 11–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12) curriculum webpage.

## Resource 1 – A-League men’s yearly training program

Figure 1 – A-League men’s yearly training program



## Resource 2 – training and recovery schedule template

Table 2 – weekly football training and recovery schedule template

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| Morning training |  |  |  |  |  |  |  |
| Morning recovery |  |  |  |  |  |  |  |
| Afternoon training |  |  |  |  |  |  |  |
| Afternoon recovery |  |  |  |  |  |  |  |

## Resource 3 – training session template

Table 3 – training session template

|  |  |  |
| --- | --- | --- |
| Aspect | Timing | Details |
| Health and safety considerations | N/A |  |
| Aim of session and welcome | 5 minutes |  |
| Warm-up | 10 minutes |  |
| Skills activities | 10 minutes |  |
| Conditioning activities | 20 minutes |  |
| Strategy and tactical work | 30 minutes |  |
| Cool down | 10 minutes |  |
| Debrief questions | 5 minutes |  |

## Resource 4 – football nutrition plan template

Table 4 – football nutrition plan template

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Meal | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| Breakfast |  |  |  |  |  |  |  |
| Morning tea |  |  |  |  |  |  |  |
| Lunch |  |  |  |  |  |  |  |
| Afternoon tea |  |  |  |  |  |  |  |
| Dinner |  |  |  |  |  |  |  |
| Supper |  |  |  |  |  |  |  |

# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the PDHPE curriculum team by emailing PDHPEcurriculum@det.nsw.edu.au.

**Differentiation:** further advice to support Aboriginal and/or Torres Strait Islander students, EAL/D students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation advice 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment:** further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage.

**Explicit teaching:** further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education)

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) element of assessment (formative assessment, summative assessment, student engagement).

**Alignment to Australian Professional Teaching Standards**: this resource supports teachers to address [Australian Professional Teaching Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 5.1.2, 5.4.2.

**Consulted with**: PDHPE Community of Learners

**NSW Syllabus**: Health and Movement Science 11–12 Syllabus

**Syllabus outcomes**: HM-12-04, HM-12-05, HM-12-06, HM-12-07, HM-12-08, HM-12-09, HM-12-10

**Author**: PDHPE Curriculum Team

**Publisher**: State of NSW, Department of Education

**Resource**: Depth study

**Related resources**: further resources to support health and movement science Stage 6 can be found on the [Planning, programming and assessing PDHPE 11–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/planning-programming-and-assessing-pdhpe-k-12/planning-programming-and-assessing-pdhpe-11-12) curriculum webpage and the [PDHPE Statewide staffroom.](https://teams.microsoft.com/l/team/19%3A93bb42a54e4b4779b28ab5b737b9e642%40thread.tacv2/conversations?groupId=d759a943-a680-4d0b-bdfe-88a8998f709e&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991)

**Professional learning**: relevant professional learning is available on the [PDHPE Statewide staffroom.](https://teams.microsoft.com/l/team/19%3A93bb42a54e4b4779b28ab5b737b9e642%40thread.tacv2/conversations?groupId=d759a943-a680-4d0b-bdfe-88a8998f709e&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991)

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