

Stage 6 PDHPE KLA syllabus links

This document is part of the [Stage 6 Literacy in context – Writing](#) resource. It outlines the suggested [Stage 6 PDHPE KLA syllabus](#) outcomes linked to the resource activities.

Teachers are strongly advised to always use the syllabus documents on the [NESA website](#). That way teachers are assured of using the most up-to-date and complete syllabuses for their subject.

Throughout the literacy activities teachers and students explore the syllabus content and gain an understanding of the syllabus content and language that can be supported by literacy skills. They strengthen their ability to be able to articulate knowledge of the syllabus content by addressing language that sits within the syllabus.

Outcomes that include verbs such as describes, accounts for, examines, analyses, explains, evaluates, critically examines, critically evaluates, proposes, and distinguishes are all supported by strong literacy skills.

The Stage 6 PDHPE KLA provides a context within which to develop general competencies considered essential for the acquisition of effective, higher order thinking skills necessary for further education, work and productive functioning in daily life. Literacy is key for students to develop these key competencies. These are embedded into the PDHPE; Exploring Early Childhood (CEC); Sport, Lifestyle and Recreation (CEC); and CAFS outcomes.

These literacy activities support the development of the key competencies, including:

PDHPE

- **Collecting, analysing and organising information:** This is developed through the syllabus emphasis on critical thinking and research. Students research a range of information sources, discerning their relevance to particular PDHPE issues. Skills of analysis are applied to explaining the ways the body moves, interpreting a range of data and monitoring the effectiveness of health policies and programs.
- **Communicating ideas and information:** This competency is developed in all aspects of the syllabus. Students develop the capacity to select appropriate means to communicate relevant understandings. This includes the demonstration of understandings and ideas through movement.

CAFS

- **Collecting, analysing and organising information** provides the process by which students will conduct research. The subject also requires students to consider relevant information from a variety of sources prior to proposing management solutions in family and community contexts.
- Conducting research also focuses on the processes of recognising purpose and audience; selecting appropriate form and style; conveying meaning clearly, concisely and coherently; and revising and correcting as required. These have all been identified as essential **skills in effective communication**.

Exploring Early Childhood (CEC)

- **Collecting, analysing and organising information:** The collecting, analysing and organising of information from a variety of sources provides opportunities for students to consider and discuss their relevance to early childhood issues in a range of contexts.
- **Communicating of ideas and information:** The communicating of ideas and information is an essential skill in the area of early childhood. The use of effective strategies when communicating with children, parents and caregivers and other early childhood educators is important to ensure the needs of children are met. Exploring Early Childhood provides opportunities for students to: recognise purpose and audience; select appropriate form and style; convey meaning clearly, concisely and coherently; and revise and correct as required in a variety of childhood environments.

Sport, Lifestyle and Recreation (CEC)

- **Collecting, analysing and organising information:** Students will learn to appreciate the dynamic nature of this learning area. They need to be responsive to changing understanding, and new techniques and developments in rules and regulations that govern sport and recreation. The ability to collect, analyse and organise information is fundamental to this process. Students are encouraged to be self-directed learners in pursuing a thorough understanding of particular areas of interest. Each module suggests some of the areas that students may wish to explore in greater detail.
- This course provides the unique challenge of collecting, analysing and organising information related to quality of movement. By using a range of feedback sources to analyse strengths and weaknesses, students are able to identify ways in which performance can be improved.

- **Communicating Ideas and Information:** Students have the opportunity to present information in a wide range of ways. These include, for example, the nonverbal communication relevant to performing, officiating and carrying out other sports-related roles, and the precise text associated with various first aid management processes. Students also develop the ability to express meaning through movement and to appreciate the aesthetic elements of movement.

Once teachers consider the important role that literacy plays in student achievement, they can consider which outcomes from their course reflect literacy skills. Consideration of literacy skill building can then be demonstrated in their teaching and learning cycle.

For example in CAFS:

CAFS

Objective

Students will develop:

- knowledge and understanding about research methodology and skills in researching, analysing and communicating

Outcomes

A student:

- **P4.2** presents information in written, oral and graphic form
- **H4.2** communicates ideas, debates issues and justifies opinions