# Health and Movement Science Stage 6 – Year 12 (120 hours): Sample scope and sequence

## Term 4

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| Weeks 1–10 |
| **Focus area(s):** Health in an Australian and global context  Students explore how healthy Australians are by comparing the health status of Australians within and across population groups. They evaluate the health status of Australians relative to other Organisation for Economic Co-operation and Development (OECD) countries and draw conclusions that could be applied to enhance the health of Australians. Students examine major chronic conditions, diseases and injury, and the impact these conditions can have on the healthcare system. They explore the impact of a growing and ageing population. Students evaluate the healthcare system in Australia and explore the roles government and non-government organisations play in improving health. Students investigate changes and challenges to the health system, including the impact of emerging technologies and treatments, digital health and big data. Students investigate actions needed to promote and improve the health of Australians by investigating how the United Nations Sustainable Goals (SDGs)can inform strategies to improve the health status of a community**.** |
| **Assessment task:** *A space for identifying assessment tasks and activities – optional* |
| **Outcomes:** HM-12-01, HM-12-02, HM-12-03, HM-12-06, HM-12-07, HM-12-08, HM-12-09, HM-12-10  **Life Skills outcomes:** HM-LS-08, HM-LS-09, HM-LS-10, HM-LS-11, HM-LS-17, HM-LS-18, HM-LS-19, HM-LS-20, HM-LS-21 |

## Term 1

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| Weeks 1–4 | Weeks 5–10 |
| **Focus area(s):**  Health in an Australian and global context  *Continuation of content from Term 4*  Students explore how healthy Australians are by comparing the health status of Australians within and across population groups. They evaluate the health status of Australians relative to other Organisation for Economic Co-operation and Development (OECD) countries and draw conclusions that could be applied to enhance the health of Australians. Students examine major chronic conditions, diseases and injury, and the impact these conditions can have on the healthcare system. They explore the impact of a growing and ageing population. Students evaluate the healthcare system in Australia and explore the roles government and non-government organisations play in improving health. Students investigate changes and challenges to the health system, including the impact of emerging technologies and treatments, digital health and big data. Students investigate actions needed to promote and improve the health of Australians by investigating how the SDGs can inform strategies to improve the health status of a community. | **Depth study 1:** Sustainability and health |
| **Assessment task:** *A space for identifying assessment tasks and activities – optional* | **Assessment task:**  *A space for identifying assessment tasks and activities – optional* |
| **Outcomes:** HM-12-01, HM-12-02, HM-12-03, HM-12-06, HM-12-07, HM-12-08,  HM-12-09, HM-12-10  **Life Skills outcomes:** HM-LS-08, HM-LS-09, HM-LS-10, HM-LS-11, HM-LS-17, HM-LS-18, HM-LS-19, HM-LS-20, HM-LS-21 | **Outcomes:** HM-12-01, HM-12-03, HM-12-06, HM-12-07, HM-12-08, HM-12-09,  HM-12-10  **Life Skills outcomes:** HM-LS-08, HM-LS-11, HM-LS-17, HM-LS-18, HM-LS-19, HM-LS-20, HM-LS-21 |

## Term 2

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| Weeks 1–10 |
| **Focus area:** Training for improved performance  Students investigate the significance of training for improved performance. This includes recognising the importance of personalised exercise assessment and prescription, and exploring how various training types and methods can be used to positively affect physiological adaptations. Students compare training plans and programs for recreational or elite individuals and groups, applying their understanding of biomechanics, injury prevention, training methods and technology to analyse how athletes\* can train for sustained movement and performance. Students explore the importance of nutrition, and how nutrition and supplementation affect an individual’s performance. They compare the dietary requirements of athletes from different sports. |
| **Assessment task:** *A space for identifying assessment tasks and activities – optional* |
| **Outcomes:** HM-12-04, HM-12-05, HM-12-06, HM-12-07, HM-12-08, HM-12-09, HM-12-10  **Life Skills outcomes**: HM-LS-12, HM-LS-13, HM-LS-14, HM-LS-15, HM-LS-17, HM-LS-18, HM-LS-19, HM-LS-20, HM-LS-21 |

\*Students may also extend their understanding to analyse modifications to training required for people with disability.

## Term 3

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| Weeks 1–3 | Weeks 4–10 |
| **Focus area:** Training for improved performance  *Continuation of content from Term 2*  Students investigate the significance of training for improved performance. This includes recognising the importance of personalised exercise assessment and prescription, and exploring how various training types and methods can be used to positively affect physiological adaptations. Students compare training plans and programs for recreational or elite individuals and groups, applying their understanding of biomechanics, injury prevention, training methods and technology to analyse how athletes\* can train for sustained movement and performance. Students explore the importance of nutrition, and how nutrition and supplementation affect an individual’s performance. They compare the dietary requirements of athletes from different sports. | **Depth study 2:** Sports injury |
| **Assessment task:** *A space for identifying assessment tasks and activities – optional* | **Assessment task:**  *A space for identifying assessment tasks and activities – optional* |
| **Outcomes:** HM-12-04, HM-12-05, HM-12-06, HM-12-07,  HM-12-08, HM-12-09, HM-12-10  **Life Skills outcomes**: HM-LS-12, HM-LS-13, HM-LS-14, HM-LS-15, HM-LS-17, HM-LS-18, HM-LS-19, HM-LS-20, HM-LS-21 | **Outcomes:** HM-12-02, HM-12-04, HM-12-05, HM-12-06, HM-12-07, HM-12-08, HM-12-09, HM-12-10  **Life Skills outcomes:** HM-LS-09, HM-LS-10, HM-LS-12, HM-LS-13, HM-LS-14, HM-LS-15, HM-LS-17, HM-LS-18, HM-LS-19, HM-LS-20, HM-LS-21 |

\*Students may also extend their understanding to analyse modifications to training required for people with disability.