

# HSC PDHPE

## *Exam Planner*

*Your guide for exam goal-setting,  
preparation and success.*



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# Subject: PDHPE

EXAM DATE .....

GOAL .....

Topic: Core 1: Health Priorities in Australia	Do I have it in my notes?	Note-making deadline	Memorising deadline
Measuring health status			
– Role of epidemiology			
– Measures of epidemiology (mortality, infant mortality, morbidity, life expectancy)			
Identifying priority health issues			
– Social justice principles			
– Priority population groups			
– Prevalence of condition			
– Potential for prevention and early intervention			
– Costs to the individual and community			
Groups experiencing health inequities			
– Aboriginal and Torres Strait Islander peoples			
– Socioeconomically disadvantaged people			
– People in rural and remote areas			
– Overseas-born people			
– The elderly			

– People with disabilities			
High levels of preventable chronic disease, injury and mental health problems			
– Cardiovascular disease (CVD)			
– Cancer (skin, breast, lung)			
– Diabetes			
– Respiratory disease			
– Injury			
– Mental health problems and illnesses			
A Growing and ageing population			
– Healthy ageing			
– Increased population living with chronic disease and disability			
– Demand for health services and workforce shortages			
– Availability of carers and volunteers.			
Health care in Australia			
– Range and types of health facilities and services			
– Responsibility for health facilities and services			
– Equity of access to health facilities and services			
– Health care expenditure versus expenditure on early intervention and prevention			
– Impact of emerging new treatments and technologies on health care, eg cost and access, benefits of early detection			

– Health insurance: Medicare and private			
Complementary and alternative health care approaches			
– Reasons for growth of complementary and alternative health products and services			
– Range of products and services available			
– How to make informed consumer choices			
Health promotion based on the five action areas of the Ottawa Charter			
– Levels of responsibility for health promotion			
– The benefits of partnerships in health promotion, eg government sector, non-government agencies and the local community			
– How health promotion based on the Ottawa Charter promotes social justice			
– The Ottawa Charter in action			
<b>Topic: Core 2: Factors affecting performance</b>	<b>Do I have it in my notes?</b>	<b>Note-making deadline</b>	<b>Memorising deadline</b>
Energy systems			
– Alactacid system (ATP/PC)			
– Lactic acid system			
– Aerobic system			
Types of training and training methods			
– Aerobic, eg continuous, Fartlek, aerobic interval, circuit			
– Anaerobic, eg anaerobic interval			
– Flexibility, eg static, ballistic, PNF, dynamic			

– Strength training, eg free/fixed weights, elastic, hydraulic			
Principles of training			
– Progressive overload			
– Specificity			
– Reversibility			
– Variety			
– Training thresholds			
– Warm up and cool down			
Physiological adaptations in response to training			
– Resting heart rate			
– Stroke volume and cardiac output			
– Oxygen uptake and lung capacity			
– Haemoglobin level			
– Muscle hypertrophy			
– Effect on fast/slow twitch muscle fibres			
Motivation			
– Positive and negative			
– Intrinsic and extrinsic			

Anxiety and arousal			
– Trait and state anxiety			
– Sources of stress			
– Optimum arousal			
– Goal-setting.			
Nutritional considerations			
– Pre-performance, including carbohydrate loading			
– During performance			
– Post-performance			
Supplementation			
– Vitamins/minerals			
– Protein			
– Caffeine			
– Creatine products			
Recovery strategies			
– Physiological strategies, eg cool down, hydration			
– Neural strategies, eg hydrotherapy, massage			
– Tissue damage strategies, eg cryotherapy			
– Psychological strategies, eg relaxation.			

Stages of skill acquisition			
– Cognitive			
– Associative			
– Autonomous			
The learning environment			
– Nature of the skill (open, closed, gross, fine, discrete, serial, continuous, self-paced, externally paced)			
– The performance elements (decision-making, strategic and tactical development)			
– Practice method (massed, distributed, whole, part)			
– Feedback (internal, external, concurrent, delayed, knowledge of results, knowledge of performance)			
Assessment of skill and performance			
– Characteristics of skilled performers, eg kinaesthetic sense, anticipation, consistency, technique			
– Objective and subjective performance measures			
– Validity and reliability of tests			
– Personal versus prescribed judging criteria			

Topic: Option 1: The health of Young People	Do I have it in my notes?	Note-making deadline	Memorising deadline
The nature of young people's lives			
– How the developmental stage can vary in motivations, values, sociocultural background			
– The influence of family/peers			
– The influence of prevailing youth cultures			
– The influence of global events and trends			
– The influence of technology			
Epidemiology of the health of young people			
– Patterns of morbidity and mortality			
– Comparisons of health status with that of other age groups			
The effects of the determinants of health on young people			
– Individual factors			
– Sociocultural factors			
– Socioeconomic factors			
– Environmental factors			
Developmental aspects that affect the health of young people			
– Revising roles within relationships			
– Clarifying self-identity and self-worth			
– Developing self-sufficiency and autonomy			
– Establishing education, training and employment pathways			
– Establishing personal support structures			



– Determining behavioural boundaries.			
The major health issues that impact on young people			
– Mental health problems and illnesses			
– Alcohol consumption			
– Violence			
– Road safety			
– Sexual health			
– Body image			
– Other relevant/emerging health issues, eg gambling, cyber-bullying, party crashes, drink spiking			
Skills in attaining better health			
– Building self concept			
– Developing connectedness and support networks			
– Developing resilience and coping skills			
– Developing health literacy skills			
– Developing communication skills			
– Accessing health services			
– Becoming involved in community service			

– Creating a sense of future			
Actions targeting health issues relevant to young people			
– Social action			
– Legislation and public policy			
– Health promotion initiatives.			

Topic: Option 2: Sport and Physical Activity in Australian Society	Do I have it in my notes?	Note-making deadline	Memorising deadline
The beginnings of modern sport in 19th century England and colonial Australia			
– Links with manliness, patriotism and character			
– The meaning of amateur and professional sport			
– Women’s historical participation in sport			
Sport as a commodity			
– The development of professional sport			
– Sport as big business			
– Sponsorship, advertising and sport			
– The economics of hosting major sporting events			
– Consequences for spectators and participants.			
Australian sporting identity			
– National and regional identity through sporting achievements			
– Government funding, eg the Australian Institute of Sport			
– Politics and sports			
The meaning of physical activity and sport to Indigenous Australians			
– Traditional activities and sports			
– Links between community and identity			
Physical activity, sport and cultural identity			
– The role of competition			
– Links to cultural identity			

– Relationships to health			
– Ways of thinking about the body.			
The relationship between sport and the mass media			
– The representation of sport in the media			
– Economic considerations of media coverage and sport			
Deconstructing media messages, images and amount of coverage			
– Differences in coverage for different sports across various print and electronic media			
– The emergence of extreme sports as entertainment, eg big wave surfing.			
Sport as a traditionally male domain			
– Sport and the construction of masculinity and femininity			
– Implications for participation			
– Sponsorship, policy and resourcing			
– The role of the media in constructing meanings around femininity and masculinity in sport			

Topic: Option 3: Sports medicine	Do I have it in my notes?	Note-making deadline	Memorising deadline
Ways to classify sports injuries			
– Direct and indirect			
– Soft and hard tissue			
– Overuse			
Soft tissue injuries			
– Tears, sprains, contusions			
– Skin abrasions, lacerations, blisters			
– Inflammatory response			
Hard tissue injuries			
– Fractures			
– Dislocation			
Assessment of injuries			
– TOTAPS (Talk, Observe, Touch, Active and Passive movement, Skills test).			
Children and young athletes			
– Medical conditions (asthma, diabetes, epilepsy)			
– Overuse injuries (stress fractures)			
– Thermoregulation			
– Appropriateness of resistance training			
Adult and aged athletes			
– Heart conditions			

– Fractures/bone density			
– Flexibility/joint mobility			
Female athletes			
– Eating disorders			
– Iron deficiency			
– Bone density			
– Pregnancy.			
Physical preparation			
– Pre-screening			
– Skill and technique			
– Physical fitness			
– Warm up, stretching and cool down			
Sports policy and the sports environment			
– Rules of sports and activities			
– Modified rules for children			
– Matching of opponents, eg growth and development, skill level			
– Use of protective equipment			
– Safe grounds, equipment and facilities			
Environmental considerations			

– Temperature regulation (convection, radiation, conduction, evaporation)			
– Climatic conditions (temperature, humidity, wind, rain, altitude, pollution)			
– Guidelines for fluid intake			
– Acclimatisation			
Taping and bandaging			
– Preventative taping			
– Taping for isolation of injury			
– Bandaging for immediate treatment of injury.			
Rehabilitation procedures			
– Progressive mobilisation			
– Graduated exercise (stretching, conditioning, total body fitness)			
– Training			
– Use of heat and cold			
Return to play			
– Indicators of readiness for return to play (pain free, degree of mobility)			
– Monitoring progress (pre-test and post-test)			
– Psychological readiness			
– Specific warm-up procedures			
– Return to play policies and procedures			
Ethical considerations, eg pressure to participate, use of painkillers			

Topic: Option 4: Improving Performance	Do I have it in my notes?	Note-making deadline	Memorising deadline
Strength training			
– Resistance training, eg elastic, hydraulic			
– Weight training, eg plates, dumbbells			
– Isometric training			
Aerobic training			
– Continuous/uniform			
– Fartlek			
– Long interval			
Anaerobic training (power and speed)			
– Developing power through resistance/weight training			
– Plyometrics			
– Short interval			
Flexibility training			
– Static			
– Dynamic			
– Ballistic			
Skill training			
– Drills practice			
– Modified and small-sided games			
– Games for specific outcomes, eg decision-making, tactical awareness.			
Initial planning considerations			



– Performance and fitness needs (individual, team)			
– Schedule of events/competitions			
– Climate and season			
Planning a training year (periodisation)			
– Phases of competition (pre-season, in-season and off-season phases)			
– Subphases (macro and microcycles)			
– Peaking			
– Tapering			
– Sport-specific subphases (fitness components, skill requirements)			
Elements to be considered when designing a training session			
– Health and safety considerations			
– Providing an overview of the session to athletes (goal-specific)			
– Warm up and cool down			
– Skill instruction and practice			
– Conditioning			
– Evaluation			
Planning to avoid overtraining			
– Amount and intensity of training			
– Physiological considerations, eg lethargy, injury			

– Psychological considerations, eg loss of motivation.			
Use of drugs			
– The dangers of performance enhancing drug use, eg physical effects, loss of reputation, sponsorship and income			
– For strength (human growth hormone, anabolic steroids)			
– For aerobic performance (EPO)			
– To mask other drugs (diuretics, alcohol)			
– Benefits and limitations of drug testing			
Use of technology			
– Training innovation, eg lactate threshold testing, biomechanical analysis			
– Equipment advances, eg swimsuits, golf ball			

Topic: Option 5: Equity and Health	Do I have it in my notes?	Note-making deadline	Memorising deadline
Factors that create health inequities			
– Daily living conditions			
– Quality of early years of life			
– Access to services and transport			
– Socioeconomic factors			
social attributes, eg social exclusion, discrimination			
- Government policies and priorities, eg health, economic, social.			
Populations experiencing health inequities			
– Aboriginal and Torres Strait Islander peoples			
– Homeless			
– People living with HIV/AIDS			
– Incarcerated			
– Aged			
– Culturally and linguistically diverse backgrounds			
– Unemployed			
– Geographically remote populations			
– People with disabilities.			
Funding to improve health			
– Funding for health			
– Funding for specific populations			
– Limited resources			

Actions that improve health			
– Enabling (using knowledge and skills for change)			
– Mediating (working for consensus)			
– Advocating (speaking up for specific groups, their needs and concerns)			
A Social justice framework for addressing health inequities			
– Empowering individuals in disadvantaged circumstances			
– Empowering disadvantaged communities			
– Improving access to facilities and services			
– Encouraging economic and cultural change			
Characteristics of effective health promotion strategies			
– Working with the target group in program design and implementation			
– Ensuring cultural relevance and appropriateness			
– Focusing on skills, education and prevention			
– Supporting the whole population while directing extra resources to those in high risk groups			
– Intersectoral collaboration			

## Practice Schedule

PRACTICE EXAM	DEADLINE
Practice Exam 1	
Practice Exam 2	
Practice Exam 3	
Practice Exam 4	
Practice Exam 5	
<b>EXAM DATE:</b>	

### › Congratulations!

*You're ready! Now relax and think about how good it will feel leaving the exam room knowing the hard work has paid off. Congratulations and good luck (not that you need it)!*



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