

A Guide to the New Years 7–10 Syllabus

The new *Personal Development, Health and Physical Education (PDHPE) Years 7–10 Syllabus* will replace the current syllabus and will be implemented in 2005 with Year 7 and Year 9 students.

The new syllabus is informed by contemporary research on the ways people learn and the ways in which learning outcomes can be enhanced by teaching practice.

The syllabus promotes assessment for learning as an essential component of good teaching. It follows the broad directions established in the NSW Board of Studies *K–10 Curriculum Framework* and is part of a continuum of learning from Kindergarten to Year 12 that supports sustained, sequential, high quality learning.

What is similar?

Much of the content is similar to the current syllabus content. Students will continue to experience integrated programs that:

- develop and refine movement skills and performances in a broad range of contexts including aquatics, athletics, dance, games and gymnastics
- analyse health issues and develop the knowledge, understanding and skills to maintain and promote safety and wellbeing
- explore issues related to adolescent development and enhance their capacity to form and maintain positive interpersonal relationships
- provide opportunities to identify and experience the benefits of an active lifestyle.

Current programs can be modified to meet the requirements of the new syllabus and many existing units of work will form the bases of effective programs. The majority of existing resources will continue to be relevant.

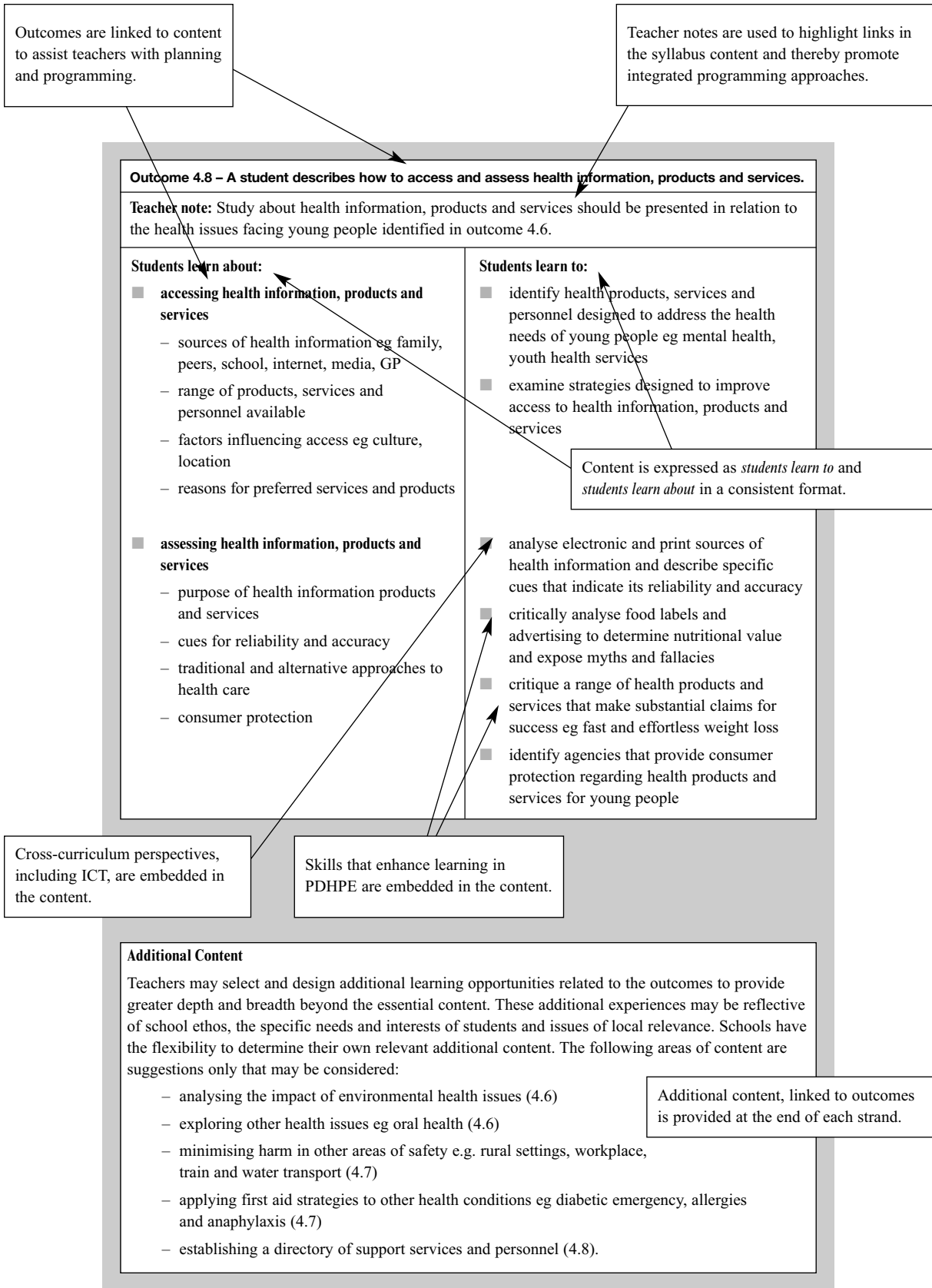
The recent experience teachers have gained in implementing the PDHPE and Community and Family Studies Stage 6 syllabuses (1999) will assist in the implementation of the new *PDHPE Years 7–10 Syllabus*.

What is different?

The new syllabus builds on the current syllabus in directions identified through research into the teaching of PDHPE in other systems nationally and internationally, and through consultation at forums, meetings and during wide circulation of the draft syllabus.

- Programming is simplified because there is a significant reduction in objectives, outcomes and organisational layers from the current *PDHPE Years 7–10 Syllabus* (1991).
- The new syllabus promotes a wide range of non-traditional and recreational movement options that could be important in motivating young people to adopt lifelong physical activity.
- There is a focus on the health issues that are of most relevance to young people.
- A refined set of skills that enhance learning in PDHPE have been developed. These build on those of the K–6 syllabus.
- Outcomes and stage statements from Early Stage 1 to Stage 5 describe the continuum of learning in PDHPE. This enables teachers to map students' learning development, and to plan programs according to students' needs and abilities.
- Additional content is provided so that students can move beyond the essential content in order to broaden and deepen their understanding and skills and to extend their interest in particular aspects of PDHPE.
- An overview statement is provided that shows how each cross-curriculum area is embedded in the essential content.

The features of the content pages



- Content relating to the use and understanding of information and communication technologies (ICT) is incorporated in the syllabus content.
- Life Skills outcomes and content have been provided for students with special education needs, particularly those with an intellectual disability, for whom it has been determined that the outcomes and content found in sections 6 and 7 of the syllabus are not appropriate.
- Built into the syllabus is the concept that assessment is integral to teaching and learning in a standards-referenced framework. *Assessment for learning* involves teachers planning how and when they will gather evidence of learning at the same time as they plan the work that students will do. It recognises the importance of assessment to student motivation and self-esteem, and promotes the active involvement of students in their own learning.

How can the syllabus be used to program?

The syllabus outcomes provide the focus for teaching and learning in PDHPE. This syllabus encourages a model of programming that begins with outcomes, and is precise about what is being taught and what is being learnt. Developing integrated programs from the new *PDHPE Years 7–10 Syllabus* involves:

- identifying a manageable number of outcomes from within and across strands to form the focus of a unit of work (see syllabus pages 12–13)
- selecting the relevant content from within each outcome to develop a cohesive and meaningful unit of work (see syllabus pages 21–41)
- identifying the required evidence of learning
- planning explicit teaching and learning experiences that address the outcomes, enhance development of the key skills, and allow students to demonstrate evidence of learning

- incorporate *assessment for learning* by using the assessment advice in the syllabus and in the support material that will be provided by the Board of Studies.

The advice about additional content at the end of each strand will assist teachers to develop programs which best meet the specific needs and interests of students and issues of local relevance.

The inclusion of outcomes and stage statements that describe a continuum of learning from Early Stage 1 to Stage 5 will assist teachers to program for students in Years 7–10 who have not yet demonstrated Stage 3 outcomes.

How does the syllabus cater for all students?

A key principle of the *K–10 Curriculum Framework*, which guides K–10 syllabus development, is that the curriculum must be inclusive of all students in New South Wales.

The rationale, aim, objectives, outcomes and content of the syllabus have been designed to accommodate teaching approaches that support the learning needs of all students.

Students with special education needs will participate fully in learning experiences and assessment activities. These students may require additional support in terms of modified tasks and varied learning approaches. There also might be occasions when different strategies need to be adopted to broaden and deepen the learning experiences of gifted and talented students.

Life Skills outcomes and content, using the rationale, aim and objectives of this syllabus, have been included in section 8. They will provide the basis for a program of study for the small percentage of students with special education needs for whom the outcomes and content in sections 6 and 7 of the *PDHPE Years 7–10 Syllabus* are not appropriate.

What support is the Board providing to assist with initial implementation of the syllabus?

Following the release of the syllabus, support materials will be distributed to assist teachers in understanding the syllabus and its associated assessment requirements.

The first School Certificate credential based on the new syllabuses will be awarded in 2006. Specific advice about requirements for the School Certificate will be provided well in advance of 2006.

<p>distributed with the syllabus</p>	<p>Phase 1</p> <ul style="list-style-type: none"> ■ this guide to the new <i>PDHPE Years 7–10 Syllabus</i> ■ draft Descriptions of Levels of Achievement
<p>3 months after distribution of the syllabus</p>	<p>Phase 2</p> <ul style="list-style-type: none"> ■ advice on programming ■ sample units of work ■ sample assessment tasks
<p>6 months after distribution of the syllabus</p>	<p>Phase 3 (incorporates phases 1 and 2)</p> <ul style="list-style-type: none"> ■ annotated samples of student work
<p>12 months after implementation of the syllabus</p>	<p>Phase 4</p> <ul style="list-style-type: none"> ■ final Descriptions of Levels of Achievement

The Department of Education and Training, the Catholic Education Commission, other school systems, the Association of Independent Schools and professional associations will assist and support the ongoing implementation of the syllabus.
