

# Years 9–10 band plan — Australian Curriculum: Health and Physical Education















Implementation year: 2017

School name: Ignatius Park College















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| Identify curriculum | <b>Phase curriculum focus<sup>1</sup></b>  | <p><b>Years 7–10 curriculum focus</b></p> <p>Students in these years are beginning to face more complex life decisions. Their lives and environments in which they are living are changing rapidly. A major influence on these students is the world around them, with peers becoming a key source of information and motivation. Increasing levels of access to mobile technologies give students the capacity to be connected and online at all hours of the day. It is important students develop the knowledge, understanding and skills to manage their online engagements, particularly their online identities, and balancing their time online with schoolwork, sleep and other commitments. Health and Physical Education in these years plays an important role in maintaining physical activity participation. Practical learning experiences in these years support students to select, implement and maintain appropriate physical activity routines to enhance their health and wellbeing. They learn about the benefits of being fit and how fitness can be improved and maintained through specific activities.</p> <p>The Health and Physical Education curriculum in Year 7 to Year 10 focuses on the broader role students play in contributing to the health, safety and wellbeing of their wider community. The curriculum provides scope for students to examine and address health areas relevant to them, their families and community as well as developing health literacy skills. The curriculum supports students to investigate techniques to assess the quality of movement performances and how to use a range of tools to appraise, analyse and enhance performances. In addition, they adapt and improvise their movements to respond to different movement situations, stimuli, environments and challenges.</p>  |
|                     | <b>Year level descriptions<sup>1</sup></b> | <p>The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies that support the development of preventive health practices that build and optimise community health and wellbeing.</p> <p>In Year 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how physical activity and sport participation influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate the personal and social skills necessary to demonstrate leadership, teamwork and collaboration in a range of physical activities.</p> <p>The areas of learning to be addressed in Years 9 to 10 include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• alcohol and other drugs (AD)</li> <li>• food and nutrition (FN)</li> <li>• health benefits of physical activity (HBPA)</li> <li>• mental health and wellbeing (MH)</li> <li>• relationships and sexuality (RS)</li> <li>• safety (S)</li> <li>• challenge and adventure activities (CA)</li> <li>• games and sports (GS)</li> <li>• lifelong physical activities (LLPA)</li> <li>• rhythmic and expressive movement activities (RE).</li> </ul> |
|                     | <b>Achievement standard<sup>1</sup></b>    | <p>By the end of Year 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs towards diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity plays historically in defining cultures and cultural identities.</p> <p>Students demonstrate leadership and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.</p>  |

<sup>1</sup> Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: Health and Physical Education*, <http://www.australiancurriculum.edu.au/healthandphysicaleducation/Curriculum/F-10>

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| Teaching and learning | Course organisation                   | <p>The Australian Curriculum: Health and Physical Education is organised in two content strands: Personal, social and community health, and Movement and physical activity. Each strand contains content descriptions which are organised under three sub-strands.</p> <p><i>In the Australian Curriculum: Health and Physical Education (F–10), the two strands, Personal, social and community health and Movement and physical activity are interrelated and inform and support each other. Both strands of the Health and Physical Education curriculum must be taught in each year from Foundation to Year 10.</i></p> <p><i>Health and Physical Education lessons will provide students with the opportunity to participate in physical activity on a weekly basis as a minimum.</i></p> <p><i>When developing teaching and learning programs, teachers are encouraged to combine content descriptions from across sub-strands to provide students with learning experiences that meet their needs, interests, abilities and local contexts.</i></p> <p>The plan for Years 9 and 10 band Health and Physical Education is organised to:</p> <ul style="list-style-type: none"> <li>• provide flexibility when making decisions about how the subject will be implemented, based on the local context and needs of students in schools; for example, being implemented in a range of ways and through a number of different school subjects, such as home economics or outdoor education</li> <li>• align with the Australian Curriculum: Health and Physical Education, which is organised in year-level bands for the achievement standards and content descriptions</li> <li>• provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to year levels, and developed using the Australian Curriculum: Health and Physical Education content descriptions and achievement standards</li> <li>• practical application enhances the development of knowledge and understanding across health and movement contexts.</li> </ul> |   |  |   |
|                       | Year 9 unit overviews                 | Units are paired. That is, one from Personal, social and community health and one from Movement and physical activity, are paired and taught concurrently.   |   |  |   |
|                       | Personal, social and community health | Unit 1 — Community Health Campaigns  | Unit 2 — Country, Place & Physical Activity   | Unit 3 — Nutritional Health  | Unit 4 — Respectful Relationships   |
|                       | Year 9 unit descriptions              | <p>In this unit, students analyse different social issues impacting the community with regard to alcohol, drugs, youth and domestic violence. They investigate such risk-taking behaviours and assess realistic responses to being encouraged to take unnecessary risks, and compare personal decisions with regard to alcohol and drugs and violence. Investigate the role of social media in decision-making behaviours with regard to alcohol/drugs/violence and access services available to support and provide advice on these issues. Students will critique campaigns with regard to alcohol, drugs and violence, ascertain their effectiveness and create and evaluate interventions to promote individual and community health, safety and wellbeing.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• examine the health information available to adolescents with regard to alcohol/drugs/violence</li> <li>• analyse different cultural norms and expectations with regard to alcohol/drugs and the influence this has on decision making and actions</li> <li>• investigate risk-taking behaviours of adolescents and assess realistic responses to being encouraged to take unnecessary risks in situations</li> <li>• compare personal decisions with regard to use and abuse of alcohol/drugs, and acknowledge the rights of others to act differently and change their minds</li> <li>• investigate the role of social media in decision making and behaviours with regard to alcohol/drugs</li> <li>• assess the services available to support and provide advice on alcohol-related issues and critique campaigns related to</li> </ul>  | <p>In this unit, students identify the factors that contribute to sustainable health, such as regular exercise and a healthy and balanced state of mind. They examine the external influences that could impact on their ability to make good decisions and plan creative interventions that promote their own connection to the community and enhance health and wellbeing.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• explore the concept of sustainable health</li> <li>• identify the factors that contribute to sustainable health, such as regular exercise, caring for our bodies and maintaining a healthy, balanced state of mind</li> <li>• identify and critique behaviours that people exhibit that have an influence on their health and wellbeing</li> <li>• examine the external influences that could impact on their ability to make good decisions regarding their health and wellbeing</li> <li>• plan strategies to enhance health and wellbeing</li> <li>• plan creative interventions that promote their own connection to the community</li> <li>• implement and critique strategies to enhance health and wellbeing.</li> </ul> | <p>In this unit, students investigate nutritional health practices throughout the community. They use their knowledge of nutrition to enhance the health of others and connections to the community</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• evaluate nutritional health information from a range of sources and apply the information to health decisions and situations</li> <li>• critique behaviours and factors that influence the nutritional health and wellbeing of their community</li> <li>• plan and evaluate new and creative interventions to promote connections to the community</li> <li>• devise, implement and refine strategies demonstrating leadership and collaboration when planning and implementing strategies/activities related to nutritional health.</li> </ul> | <p>This unit has sexually sensitive material. The topic overview has alternative key ideas which are elaborated in the topic outline. The school will decide the most appropriate pathway, taking into consideration available resources and the needs of the students.</p> <p>In this unit, students identify what respectful relationships are and how empathy and ethical decision making contribute. They examine changes that occur as sexuality and/or identity develops, and the impact these have on relationships. Students investigate the consequences of sexual activity and/or disrespectful relationships on health and wellbeing. They evaluate situations and propose appropriate responses as they reflect on possible outcomes and make decisions in relationship contexts.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• critically analyse contextual factors that influence decisions and behaviours surrounding a relationships scenario</li> <li>• describe the impact that attitudes and beliefs have on wellbeing</li> <li>• apply decision-making skills to enhance others' health, safety and wellbeing</li> <li>• understand the characteristics of positive and respectful relationships</li> <li>• understand how empathy and ethical decision making contribute to respectful relationships</li> <li>• investigate how identity, socio-cultural factors and expectations influence the way adolescents think and act regarding sexuality and relationships. Or investigate how identity, socio-cultural factors and expectations influence the way adolescents think and act regarding relationships</li> <li>• describe strategies to keep adolescents healthy and safe. Analyse the consequences of sexual activity. Or describe strategies to keep adolescents healthy and safe</li> </ul> |

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|  | <p>alcohol/drugs/violence, one punch can kill, WACO, Be the influence, Safe party precinct, no 2nd chance and ascertain effectiveness of the campaigns</p> <ul style="list-style-type: none"> <li>create and evaluate interventions (multimodal and visual in paper-based and/or digital modes) to promote the wise use of alcohol/drugs</li> <li>implement campaigns in various forums to promote messages to peers in relation to positive health behaviours/reactions with regard to alcohol/drugs and violence.</li> </ul>  |   |   | <ul style="list-style-type: none"> <li>analyse the consequences of disrespectful relationships</li> <li>examine how ethical decision making contributes to safe and healthy relationship decisions</li> <li>develop decision-making strategies to promote safe, healthy and respectful relationships. Or examine how ethical decision making contributes to safe and healthy relationship decisions</li> <li>develop decision-making strategies to promote safe, healthy and respectful relationships.</li> </ul>  |
| <b>Movement and physical activity</b>                | <b>Unit 1 — Oztag OR Touch Football</b>   | <b>Unit 2 — Athletics (Track OR Field)</b>  | <b>Unit 3 — Striking Out (Cricket OR Softball)</b>  | <b>Unit 4 — Throwing for fun (Flippa Ball OR Ultimate Disc)</b>  |
| Year 9 unit descriptions                             | <p>In this unit, students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in Oztag OR Touch Football games.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>develop knowledge and understanding of the nature of attack and defence strategies in games</li> <li>demonstrate leadership, fair play and cooperation across a range of game based contexts</li> <li>apply and transfer movement concepts and attack and defense strategies</li> </ul>   | <p>In this unit, students evaluate their own and others' performance of movement skills and sequences that are used in athletics. They make their judgments and provide feedback using criteria based on the elements of movement — effort, space, time, objects and people. They use the criteria and feedback to refine their performance. The use of ICTs to video the skills is encouraged in this unit.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>explore running, throwing and jumping skills</li> <li>use criteria to evaluate skills</li> <li>analyse movements</li> <li>provide feedback to peers</li> <li>use criteria-based feedback to refine their own performance of movement skills/sequences.</li> </ul> | <p>In this unit, students evaluate their own and others' performance of movement skills and sequences that are used in a game that fits the striking/fielding category. They make their judgments and provide feedback using criteria based on the elements of movement — effort, space, time, objects and people. They use the criteria and feedback to refine their performance. The use of ICTs to video the skills is encouraged in this unit.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>explore fielding, striking and running to score skills</li> <li>use criteria to evaluate skills</li> <li>analyse movements</li> <li>provide feedback to peers</li> <li>use criteria-based feedback to refine their own performance of movement skills/sequences.</li> </ul> | <p>In this unit, students demonstrate leadership, fair play and cooperation as they participate in games of ultimate disc OR Flippa ball. They explore the movement concepts and strategies involved in the sport of Ultimate Disc OR Flippa Ball.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>examine and apply personal and social skills which contribute to working in teams, including leadership, fair play and cooperation</li> <li>develop specialised movement skills</li> <li>transfer and implement movement concepts and strategies from previous movement experiences</li> <li>create solutions to movement challenges.</li> </ul> |
| General capabilities and cross-curriculum priorities | <p>Opportunities to engage with:</p>   | <p>Opportunities to engage with:</p>   | <p>Opportunities to engage with:</p>   | <p>Opportunities to engage with:</p>    |
| Key  |  Literacy  Numeracy  ICT capability  Critical and creative thinking  Personal and social capability  Ethical understanding  Intercultural understanding<br> Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability |   |   |  |

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|  | Year 10 unit overviews                | Units are paired. That is, one from Personal, social and community health and one from Movement and physical activity, are paired and taught concurrently.   |  |   |   |
|  | Personal, social and community health | Unit 1 — Sports Injuries & Emergencies   | Unit 2 — Bodies in Motion  | Unit 3 — Fit for Purpose  | Unit 4 — Energy Systems   |
|  | Year 10 unit descriptions             | <p>In this unit, students identify situations where they may be at risk and how adolescents respond to these. They evaluate responses and propose and practise appropriate responses to these situations.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• identify situations where risks may be taken and the responses of adolescents to these situations</li> <li>• plan, practise and rehearse responses to emergencies where first aid (including safe blood practices) and possibly CPR may need to be administered</li> <li>• identify external influences that impact on adolescents' ability to make healthy and safe choices, such as, mental health (depression, stress, anxiety), peer pressure.</li> <li>• evaluate responses and propose and practise appropriate responses to these situations</li> <li>• explore the management of situations where their own and others' health, safety and wellbeing may be at risk</li> <li>• plan, implement and critique strategies to enhance the safety and wellbeing of their communities.</li> </ul> | <p>In this unit, students will investigate the forces that act on our bodies during movement and how those forces can assist us to enhance our performance.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• apply and evaluate the effectiveness of movement concepts and strategies in athletics</li> <li>• implement appropriate movement concepts and strategies for selected movement scenarios in track and field events</li> <li>• propose and implement alternative responses to movement situations in order to improve technique and performance</li> <li>• demonstrate and describe how the body can absorb force</li> <li>• manipulate force and speed applied to an object to examine the difference created in movement paths</li> </ul> | <p>In this unit, students investigate different components of fitness, training principles and the training methods that can be employed to develop performance capacities.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• examine health and skill related fitness components</li> <li>• investigate the different adaptations when participating in various training methods</li> <li>• analyse the importance of training principles when designing a training program</li> <li>• evaluate a training program in relation to the training principles and training methods studied</li> </ul> | <p>In this unit, students investigate the energy systems that fuel the body to participate in physical activity.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• analyse the main energy systems that exist within the body</li> <li>• investigate which fuel sources contribute to energy production</li> <li>• evaluate the limitations of the energy systems</li> <li>• Investigate the percentage use of energy systems regarding the physical activity studied</li> <li>• conduct practical assessments in order to analyse the use of energy systems within the physical activity studied</li> </ul> |

|  | Movement and physical activity                       | Unit 1 — Basketball OR Volleyball  | Unit 2 — Athletics (Track OR Field)   | Unit 3 — Touch Football   | Unit 4 — Water Polo  |
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|  | Year 10 unit descriptions                            | <p>In this unit, students demonstrate leadership, fair play and cooperation as they participate in games of basketball/volleyball. They explore the movement concepts and strategies involved in the sport of basketball/volleyball.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• examine and apply personal and social skills which contribute to working in teams, including leadership, fair play and cooperation</li><li>• develop specialised movement skills</li><li>• transfer and implement movement concepts and strategies from previous movement experiences</li><li>• create solutions to movement challenges.</li></ul>  | <p>In this unit, students evaluate their own and others' performance of movement skills and sequences that are used in athletics. They make their judgments and provide feedback using criteria based on the elements of movement — effort, space, time, objects and people. They use the criteria and feedback to refine their performance. The use of ICTs to video the skills is encouraged in this unit.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• explore running, throwing and jumping skills</li><li>• use criteria to evaluate skills</li><li>• analyse movements</li><li>• provide feedback to peers</li><li>• use criteria-based feedback to refine their own performance of movement skills/sequences.</li></ul> | <p>In this unit, students demonstrate leadership, fair play and cooperation as they participate in games of Touch Football. They explore the movement concepts and strategies involved in the sport of Touch Football.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• examine and apply personal and social skills which contribute to working in teams, including leadership, fair play and cooperation</li><li>• develop specialised movement skills</li><li>• transfer and implement movement concepts and strategies from previous movement experiences</li><li>• create solutions to movement challenges.</li></ul> | <p>In this unit, students apply and transfer movement concepts and strategies to new and challenging movement situations through participation in Water Polo.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>• develop and refine specialised movement skills</li><li>• transfer and implement movement concepts and strategies from previous movement experiences</li><li>• create solutions to movement challenges.</li></ul> |
|  | General capabilities and cross-curriculum priorities | Opportunities to engage with:<br>   | Opportunities to engage with:<br>  | Opportunities to engage with:<br>  | Opportunities to engage with:<br>   |
|  | Key  | <div><div> Literacy</div><div> Numeracy</div><div> ICT capability</div><div> Critical and creative thinking</div><div> Personal and social capability</div><div> Ethical understanding</div><div> Intercultural understanding</div></div> <div><div> Aboriginal and Torres Strait Islander histories and cultures</div><div> Asia and Australia's engagement with Asia</div><div> Sustainability</div></div> |   |   |  |



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| Develop assessment | <b>Assessment</b>                            | Students should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements over the year. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard.   |   |   |   |
|                    | <b>Personal, social and community health</b> | <b>Unit 1 — Community Health</b>  | <b>Unit 2 —Country, Place &amp; Physical Activity</b>   | <b>Unit 3 — Nutritional Health</b>  | <b>Unit 4 — Respectful Relationships</b>  |
|                    | Year 9 assessment                            | <b>Research</b><br>Students complete an analytical essay. They respond to a provided statement arguing for or against the statement.<br>The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>critically analyse personal and social factors that influence individual's decisions and behaviours when engaging in community health issues</li> <li>access, synthesise and apply health information from credible sources to propose and justify responses to health situations</li> <li>apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.</li> </ul>  | <b>Research</b><br>Students complete a persuasive multimodal presentation. They research information and produce a persuasive multimodal presentation in response to a health issue such as the increase of sedentary lifestyles.<br>The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>examine the role physical activity has played historically in defining cultures and cultural identities</li> <li>access, synthesise and apply health information from credible sources to propose and justify responses to health situations</li> <li>propose and evaluate interventions to improve fitness and physical activity levels in their communities</li> <li>apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.</li> </ul> | <b>Research</b><br>Students complete a research report. They investigate and analyse nutritional information to make a justified decision.<br>The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>access, synthesise and apply health information from credible sources to propose and justify responses to health situations</li> <li>apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.</li> </ul>  | <b>Research</b><br>Students complete an examination. They read a case study and answer a series of questions.<br>The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>critically analyse contextual factors that influence their identities, relationships, decisions and behaviours</li> <li>analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing</li> <li>apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.</li> <li>evaluate the outcomes of emotional responses to different situations</li> </ul>   |
|                    | <b>Movement and physical activity</b>        | <b>Unit 1 —Oztag OR Touch Football</b>  | <b>Unit 2 — Athletics (Track OR Field)</b>  | <b>Unit 3 — Striking Out (Cricket OR Softball)</b>  | <b>Unit 4 — Throwing for fun (Flippa Ball OR Ultimate Disc)</b>   |
|                    | Year 9 assessment                            | <b>Physical performance</b><br>Physical performances are based on the ongoing application of skills and conceptual understandings.<br>Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.<br>The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>demonstrate leadership, fair play and cooperation across a range of movement contexts</li> <li>apply and transfer movement concepts and strategies to new and challenging movement situations.</li> <li>apply criteria to make judgements</li> <li>refine their own and others' specialised movement skills and movement performances</li> <li>apply solutions to movement challenges.</li> </ul> | <b>Physical performance</b><br>Physical performances are based on the ongoing application of skills and conceptual understandings.<br>Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.<br>The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>apply criteria to make judgements</li> <li>refine their own and others' specialised movement skills and movement performances</li> <li>apply solutions to movement challenges.</li> </ul>   | <b>Physical performance</b><br>Physical performances are based on the ongoing application of skills and conceptual understandings.<br>Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.<br>The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>demonstrate leadership, fair play and cooperation across a range of movement contexts</li> <li>apply and transfer movement concepts and strategies to new and challenging movement situations.</li> <li>apply criteria to make judgements</li> <li>refine their own and others' specialised movement skills and movement performances</li> <li>apply solutions to movement challenges.</li> </ul> | <b>Physical performance</b><br>Physical performances are based on the ongoing application of skills and conceptual understandings.<br>Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.<br>The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>demonstrate leadership, fair play and cooperation across a range of movement contexts</li> <li>apply and transfer movement concepts and strategies to new and challenging movement situations.</li> <li>apply criteria to make judgements</li> <li>refine their own and others' specialised movement skills and movement performances</li> <li>apply solutions to movement challenges.</li> </ul> |

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| Making judgments and feedback | Personal, social and community health | Unit 1 — Sports Injuries & Emergencies  | Unit 2 — Bodies in Motion   | Unit 3 — Fit for Purpose  | Unit 4 — Energy Systems   |
|                               | Year 10 assessment                    | <b>Research</b><br>Students complete an examination. They demonstrate an understanding of skills required to provide first aid techniques in assessing and managing sports injuries and responding to emergency situations.<br>The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• evaluate the outcomes of emotional responses to different emergency and sports injury situations.</li> <li>• access, synthesise and apply health information from credible sources to propose and justify responses to emergency and sports injury situations</li> <li>• apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.</li> </ul>   | <b>Research</b><br>Students complete a multimodal presentation. They critically analyse their personal performance in an athletic event to propose and justify a response to enhance their fitness and athletic performance.<br>The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• propose and evaluate interventions to improve individual athletic performance</li> <li>• apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.</li> <li>• apply criteria to make judgments about and refinement of technical errors in their own specialised movement skills and movement performances</li> <li>• design and apply solutions to further enhance movement challenges</li> </ul> | <b>Research</b><br>Students complete a research report. They investigate components of fitness, training principles and the training methods that can be employed to develop performance capacities<br>The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• propose and evaluate interventions to improve individual athletic performance</li> <li>• apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.</li> </ul>   | <b>Research</b><br>Students complete an analytical essay. They investigate and analyse the energy systems used within the body and how they impact training and performance.<br>The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• propose and evaluate interventions to improve individual athletic performance</li> <li>• apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.</li> </ul>  |
|                               | Movement and physical activity        | Unit 1 — Basketball OR Volleyball   | Unit 2 — Athletics (Track OR Field)   | Unit 3 — Touch Football   | Unit 4 — Water Polo   |
|                               | Year 10 assessment                    | <b>Physical performance</b><br>Physical performances are based on the ongoing application of skills and conceptual understandings.<br>Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.<br>The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• demonstrate leadership, fair play and cooperation across a range of movement contexts</li> <li>• apply and transfer movement concepts and strategies to new and challenging movement situations.</li> <li>• apply criteria to make judgements</li> <li>• refine their own and others' specialised movement skills and movement performances</li> <li>• apply solutions to movement challenges.</li> </ul> | <b>Physical performance</b><br>Physical performances are based on the ongoing application of skills and conceptual understandings.<br>Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.<br>The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• apply criteria to make judgements</li> <li>• refine their own and others' specialised movement skills and movement performances</li> <li>• design and apply solutions to movement challenges.</li> </ul>  | <b>Physical performance</b><br>Physical performances are based on the ongoing application of skills and conceptual understandings.<br>Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.<br>The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• demonstrate leadership, fair play and cooperation across a range of movement contexts</li> <li>• apply and transfer movement concepts and strategies to new and challenging movement situations.</li> <li>• apply criteria to make judgements</li> <li>• refine their own and others' specialised movement skills and movement performances</li> <li>• apply solutions to movement challenges.</li> </ul> | <b>Physical performance</b><br>Physical performances are based on the ongoing application of skills and conceptual understandings.<br>Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.<br>The assessment will gather evidence of the student's ability to: <ul style="list-style-type: none"> <li>• demonstrate leadership, fair play and cooperation across a range of movement contexts</li> <li>• apply and transfer movement concepts and strategies to new and challenging movement situations.</li> <li>• apply criteria to make judgements</li> <li>• refine their own and others' specialised movement skills and movement performances</li> <li>• apply solutions to movement challenges.</li> </ul> |
|                               | Consistency of teacher judgments      | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency.   | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency.   | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency.   | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency.   |
|                               |                                       |   |   |   |   |

## Content descriptions for Years 9–10 Health and Physical Education

| Personal, social and community health   |   |   |   |   | Year 9 |   |   |   | Year 10 |   |   |   |
|---|---|---|---|---|--------|---|---|---|---------|---|---|---|
| Units   | 1 | 2 | 3 | 4 | 1      | 2 | 3 | 4 | 1       | 2 | 3 | 4 |
| <b>Being healthy, safe and active</b>   |   |   |   |   |        |   |   |   |         |   |   |   |
| Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPS089)  |   |   |   | ✓ |        |   |   |   |         |   |   |   |
| Examine the impact of changes and transitions on relationships (ACPPS090)   |   |   |   | ✓ |        |   |   |   |         |   |   |   |
| Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (ACPPS091) |   |   |   |   | ✓      |   |   |   |         |   |   |   |
| Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)                    | ✓ | ✓ |   | ✓ | ✓      |   |   |   |         |   |   |   |
| <b>Communicating and interacting for health and wellbeing</b>   |   |   |   |   |        |   |   |   |         |   |   |   |
| Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)   |   |   |   | ✓ |        |   |   |   |         |   |   |   |
| Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)                                     |   |   |   | ✓ | ✓      |   |   |   |         |   |   |   |
| Evaluate and apply health information from a range of sources to health decisions and situations (ACPPS095)   | ✓ | ✓ | ✓ |   |        |   |   |   |         |   |   |   |
| <b>Contributing to healthy and active communities</b>   |   |   |   |   |        |   |   |   |         |   |   |   |
| Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (ACPPS096)   | ✓ |   | ✓ |   |        |   |   |   |         |   |   |   |
| Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)                   |   | ✓ |   |   |        |   |   |   |         |   |   |   |
| Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098)  | ✓ | ✓ |   |   |        |   |   |   |         |   |   |   |

| Movement and physical activity  |   |   |   |   | Year 9 |   |   |   | Year 10 |   |   |   |
|---|---|---|---|---|--------|---|---|---|---------|---|---|---|
| Units   | 1 | 2 | 3 | 4 | 1      | 2 | 3 | 4 | 1       | 2 | 3 | 4 |
| <b>Moving our body</b>  |   |   |   |   |        |   |   |   |         |   |   |   |
| Perform and refine specialised movement skills in challenging movement situations (ACPMP099)  | ✓ | ✓ | ✓ | ✓ |        |   |   |   |         |   |   |   |
| Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations (ACPMP100)                        |   | ✓ |   |   |        | ✓ |   |   |         |   |   |   |
| Develop, implement and evaluate movement concepts and strategies for successful outcomes (ACPMP101)   | ✓ | ✓ |   | ✓ | ✓      | ✓ |   |   | ✓       | ✓ |   | ✓ |
| <b>Understanding movement</b>   |   |   |   |   |        |   |   |   |         |   |   |   |
| Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels (ACPMP102)        |   |   |   |   |        |   |   |   |         |   | ✓ |   |
| Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103)                                   |   | ✓ |   |   |        | ✓ |   |   |         |   |   |   |
| Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104) |   |   |   |   |        |   |   |   |         |   |   | ✓ |
| <b>Learning through movement</b>  |   |   |   |   |        |   |   |   |         |   |   |   |
| Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)                        | ✓ |   | ✓ | ✓ | ✓      |   |   |   | ✓       |   | ✓ | ✓ |
| Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)   |   |   |   | ✓ |        |   |   |   |         |   |   | ✓ |
| Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)   |   |   |   | ✓ |        |   |   |   |         |   |   | ✓ |