

# **COLLINSVILLE STATE HIGH SCHOOL**

## **Health and Physical Education Plan**

### **2022**



	Term 1	Term 2	Term 3	Term 4
7	<p><b>Personal, Social and Community Health</b></p> <p><b>Unit 1: Approaching adolescence</b></p> <p>Students investigate a range of physical, emotional, social and intellectual changes occurring during adolescence and consider how they impact on identity. They investigate, evaluate and recommend strategies and resources to help manage a variety of changes occurring during adolescence</p> <p><b>Note</b> – this unit contains some sensitive concepts, images and terminology related to puberty.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>examine the stage of growth known as adolescence and explore how society recognises this transition</li> <li>examine how transition to adolescence impacts on personal identity</li> <li>analyse a variety of emotional responses associated with adolescence investigate factors that influence emotional responses during adolescence</li> <li>develop strategies to demonstrate empathy and sensitivity during adolescence</li> <li>examine the benefits of diversity and inclusivity in adolescent relationships</li> <li>examine increases in adult expectations during adolescence transition</li> <li>develop decision-making skills for responsible problem solving</li> <li>evaluate a range of strategies and resources for managing change during adolescence.</li> </ul> <p><b>Movement and Physical Activity</b></p> <p><b>Unit 1: Nifty Netball</b></p> <p>In this unit, students participate in and analyse a variety of physical activities that improve the health- and skill-related components of fitness relevant to playing netball.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>participate in physical activities to develop health and skill related components of fitness relevant to netball.</li> <li>undertake a variety of roles associated with the planning of training sessions.</li> <li>apply scoring systems in activities to assess the improvement of health and skill related components of fitness.</li> </ul>	<p><b>Personal, Social and Community Health</b></p> <p><b>Unit 2: I can make good decisions</b></p> <p>Students investigate alcohol and drugs, the laws associated with their use and the long and short term effects these have on the body. Students examine health information related to alcohol and other drugs to evaluate possible health concerns and implement actions to promote wellbeing in their school community.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>investigate alcohol and drug information</li> <li>discuss what drugs are and why people take them</li> <li>examine drug classifications and laws that relate to adolescents</li> <li>review skills for locating drug related information</li> <li>evaluate the credibility of sources</li> <li>investigate and analyse the health impacts of a range of drugs</li> <li>understand the laws and regulations related to drug use.</li> <li>develop skills to assist in good decision making when faced with drug related situations</li> <li>recognise who to seek support from when faced with drug related situations</li> <li>explore the concept of wellbeing in relation to alcohol and drug situations</li> <li>establish strategies for promoting wellbeing amongst adolescents.</li> </ul> <p>This unit incorporates concepts from the Safe Night Out Education package.</p> <p><b>Movement and Physical Activity</b></p> <p><b>Unit 2: In the running</b></p> <p>Students participate in a variety of activities to demonstrate control and accuracy when performing specialised jumping and throwing movement skills.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>examine and develop the athletic form for the phases of sprinting, long jump and shot put</li> <li>examine the qualities of effective feedback</li> <li>provide effective feedback to improve others' performance</li> <li>use feedback to improve performance</li> <li>perform the movement sequences with control and accuracy.</li> </ul>	<p><b>Personal, Social and Community Health</b></p> <p><b>Unit 3: Super snacks</b></p> <p>Students engage in a variety of learning experiences about health information and its interpretation. Students investigate the Australian Guide to Healthy Eating and analyse food products to promote the health and wellbeing of individuals and others.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>understand the food servings recommended in the Australian Guide to Healthy Eating</li> <li>interpret nutrition information panels and understand the information about food nutrients</li> <li>discuss sustainable food choices</li> <li>discuss adolescent health concerns</li> <li>recognise how food consumption changes with age</li> <li>analyse personal food consumption habits</li> <li>interpret snack food labels and use them to choose snacks</li> <li>investigate the snack food consumption of adolescents</li> <li>investigate and apply actions to promote healthy snack food choices</li> <li>use positive health and nutrition messages to promote healthy snacks to enhance the health and wellbeing of self and others.</li> </ul> <p><b>Movement and Physical Activity</b></p> <p><b>Unit 3: Shoots and scores</b></p> <p>Students apply and refine movement concepts and street hockey skills in a variety of games and activities. They apply and refine offensive and defensive strategies to suit different movement situations in street hockey.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>become familiar with the rules and safety considerations of modified hockey</li> <li>develop hockey skills and apply modified hockey skills and concepts</li> </ul> <p>apply, transfer and refine offensive and defensive strategies in modified hockey games.</p>	<p><b>Personal, Social and Community Health</b></p> <p><b>Unit 4: Generations</b></p> <p>Students identify what defines a family and how they are structured. They examine how different generations vary in their social and cultural values and experiences. They explore how to build and promote respectful relationships within family. Students explore mental illness and identify ways that respectful relationships with family can contribute to improving adolescent mental wellness. They investigate the role of physical activity in mental wellness and how this has changed between generations.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>examine the different types of generations and how changing relationships and experiences define them</li> <li>investigate family structures and the benefits of family relationships</li> <li>investigate ways to encourage respectful behaviours and reduce conflict within family relationships</li> <li>examine mental health and mental illness and consider the impact on adolescents</li> <li>investigate how and why physical activity levels vary between generations</li> <li>examine ways that physical activity can help to strengthen family and community relationships.</li> </ul> <p><b>Movement and Physical Activity</b></p> <p><b>Unit 4: Different Strokes</b></p> <p>In this context, students develop their skills in swimming strokes, survival skills and strategies in order to apply these in a variety of situations.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>examine history and culture in the aquatic environment</li> <li>examine pool safety and safe practice during aquatic activities</li> <li>develop survival skills and techniques in aquatic environments</li> <li>practice and refine swimming components and stroke sequences</li> <li>apply survival strokes, skills, concepts and strategies in simulated rescue situations</li> <li>apply and refine recognised swimming strokes.</li> </ul>

**Personal, Social and Community Health****Unit 1: Food for life**

Students investigate influences on food choices for adolescents. They explore dietary guidelines and make informed decisions to propose and implement an eating plan that will promote their own health and wellbeing.

Students:

- review the changes that are occurring throughout adolescence that impact on food choices
- understand the concept of a balanced diet
- understand the Australian Guide to Healthy Eating and how it applies to adolescents
- understand the dietary guidelines for children and adolescents understand the physical health concerns for adolescents
- understand how to determine the accuracy and validity of health information.

**Movement and Physical Activity****Unit 1: Groovy Greens**

In this unit, students perform full swing, chipping and putting strokes with control and accuracy. They apply golf strokes and movement concepts, and refine strategies in simulated gameplay.

Students will:

- develop and apply personal and social skills to promote fair play and inclusivity in disc golf
- apply and refine movement concepts and strategies in disc golf

**Personal, Social and Community Health****Unit 2: My decisions my life**

Students examine the reasons why young people use alcohol and drugs, peer pressure and how to make good decisions using assertive behaviour. They identify the family's role in decision making and how to communicate and support peers in situations using alcohol and drugs as well as the steps to follow in an emergency situation.

Students:

- identify values that are important to them.
- examine the impact of changing values on adolescent identity and decision making
- understand how values and emotions change when making decisions in varying alcohol and other drug related situations
- identify types of drugs that are legal and illegal
- understand the concerns adolescents have with regards to alcohol and other drugs
- understand that personal decisions regarding alcohol and other drug use will have varied outcomes that impact on their identity
- explore resources about alcohol and other drugs and select information that is relevant to adolescents
- understand the importance of effective communication skills in situations involving alcohol and other drugs
- demonstrate assertive communication in alcohol and other drug related scenarios
- understand actions that demonstrate empathetic and sensitive behaviour towards others' decisions regarding alcohol and other drug use

**Movement and Physical Activity****Unit 2: Get your motor running**

Students investigate, develop and apply a personal fitness plan to improve fitness and movement skills within the context of touch football. They apply elements of space, time, effort and relationships to compose and perform touch football skill sequences.

Students will:

- investigate the major movements involved with playing touch football and align these movements with the relevant components of fitness design and implement a personalised movement and fitness plan develop movement sequences using ruck and line attack.

**Personal, Social and Community Health****Unit 3: My adolescent relationships**

Students recognise that they are becoming independent and explore risk taking behaviours. They explore respectful relationships with peers and how to conduct these relationships in real life and online. They explore a range of strategies and practices to prevent cyberbullying and to ensure their safety when engaging in online social networking situations.

Students:

- investigate the impact of online technologies on identity development during adolescence
- investigate how social networks contribute to adolescent health and wellbeing
- examine the social and communication skills required to maintain respectful relationships
- examine the risks associated with online relationships
- investigate strategies and practices for adolescents to strengthen social networks.

(Daniel Morcombe child safety)

**Movement and Physical Activity****Unit 3: Hardcore handball**

Students apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity. They participate in a variety of handball games. They apply and refine movement concepts and strategies to suit different movement situations in handball.

Students:

- develop and apply personal and social skills to promote fair play and inclusivity in handball
- apply and refine movement concepts and strategies in handball
- evaluate and justify selection of strategies in handball.

**Personal, Social and Community Health****Unit 4: Cultural understandings**

Students explore family and kinship groups in own and other cultures and the values and beliefs in various cultures. They explore the historical significance of physical activities in various cultures and their health practices. They identify behaviours and resources to enhance health and wellbeing of communities.

Students:

- define family and kinship groups and how they contribute to wellbeing
- understand how beliefs inform values and how values contribute to identity
- recognise the seen and unseen parts that contribute to the culture of different groups
- understand the behaviours that demonstrate respect and allow people to value diversity
- examine how communities can support and enhance wellbeing
- investigate how physical activity promotes cultural values and connects people, places and past events
- understand the link between health practices and people's health beliefs and behaviours
- examine how inclusivity and discrimination affect wellbeing.

**Movement and Physical Activity****Unit 4: Jump Rope**

Students develop movement skills related to jump rope from a variety of cultures. They investigate the skill(s) and modify elements to form a sequence.

Students:

- explore and practise movement and sequences of selected jump rope skill(s)
- apply the elements of movement to compose and perform a movement sequence.

**Personal, Social and Community Health****Unit 1: Respectful Relationships**

Students identify what respectful relationships are and how empathy and ethical decision making contribute. Students examine the changes they are going through as their 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.

Students:

- understand the characteristics of positive and respectful relationships
- understand how empathy and ethical decision-making contribute to respectful relationships
- 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
- describe strategies to keep adolescents healthy and safe. analyse the consequences of sexual activity OR describe strategies to keep adolescents healthy and safe
- analyse the consequences of sexual activity OR disrespectful relationships
- examine how ethical decision-making contributes to safe and healthy relationship decisions
- develop decision-making strategies to promote safe, healthy and respectful relationships.

**Movement and Physical Activity****Unit 1: Space invaders**

Students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in invasion games.

Students:

- understand the common objectives of invasion games
- understand how to position and reposition in space to support team possession of the ball collaboratively
- devise a code of behaviour that promotes fair play and equitable participation
- develop leadership skills and work collaboratively
- develop and refine attacking and defending skills and strategies
- evaluate personal contribution to teamwork and team outcomes.

**Personal, Social and Community Health****Unit 2: Sustainable Health Challenge**

Students identify factors that contribute to sustainable health such as regular physical activity, balanced nutrition, a healthy state of mind and community connection. They examine the external influences that could impact on their ability to make good decisions and plan a response that promotes community health practices and addresses an identified sustainable health concern.

Students:

- propose, practice and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices
- evaluate and apply health information from a range of sources to sustainable health decisions and situations
- critique behaviours and contextual factors that influence the health and wellbeing of their communities
- plan and evaluate strategies to enhance the health, safety and wellbeing of their communities.

**Movement and Physical Activity****Unit 2: Speedminton**

Students evaluate their own and/ or others' performance of movement skills used in a striking game. They make 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 performances is encouraged in this unit.

Students:

- develop the movement skills and sequences used by players in striking games apply movement skills and sequences to modified game situations
- analyses various movement sequences on the court
- develop and apply knowledge of the elements of movement to perform and refine movement sequences

**Personal, Social and Community Health****Unit 3: My social responsibility**

Students explore public health and advertising campaigns to determine their effectiveness on adolescent choices about using alcohol and other drugs. Students examine norms and stereotypes surrounding adolescent alcohol and drug use. They investigate information about alcohol and other drugs; standard drinks; blood alcohol concentration and alcohol and drug laws. Students also examine scenarios and use the decision-making process to be able to make smart choices in regards to alcohol and other drug use.

Students:

- consider whether drinking alcohol contributes to Australian culture
- understand the external factors that influence their own and other adolescents' behaviours and attitudes towards alcohol and other drugs
- analyse the influence of public health campaigns and advertising of alcohol and other drugs on adolescents
- understand the differences between norms and stereotypes
- understand how negative stereotypes regarding alcohol and other drug use by adolescents can be changed
- consider how norms and stereotypes contribute to adolescents' expectations and behaviours regarding alcohol and other drugs
- understand information related to standard drinks and blood/breath alcohol concentration
- discuss how using alcohol and other drugs contributes to health outcomes
- recognise the laws and consequences relating to alcohol, other drugs and alcohol-related violence
- investigate how to respond to situations involving alcohol and other drugs
- evaluate the outcomes of different responses to risky situations involving alcohol and other drugs.

This unit incorporates concepts from the Safe night out education package.

**Movement and Physical Activity****Unit 3: Moving more matters!**

Students explore Australia's physical activity and sedentary behaviour guidelines, cardiovascular endurance, strength and muscle endurance movements that can be done almost anywhere and anytime, and how to monitor and regulate their effort/intensity. They plan and perform a fitness workout that has been designed for a confined space and evaluate it as an intervention to improve fitness and physical activity levels in their community.

Students:

**Personal, Social and Community Health****Unit 4: Active Aussies?**

Students examine the role that physical activity, outdoor recreation and sport has played in defining Australian cultural identity. They critique behaviours and contextual factors that influence participation in physical activity and changing cultural identity.

Students:

- examine the role of physical activity in people's lives
- examine the factors that influence people's decisions to participate in physical activity
- understand the factors that shape cultural identity
- investigate the changes in participation in physical activity over time
- examine changing cultural identity – physical activity over time
- link changes in physical activity to changing cultural identity.

**Movement and Physical Activity****Unit 4: Navigators**

Students work collaboratively with a partner to develop orienteering skills and strategies and to design orienteering challenges. They apply orienteering skills and strategies to locate obvious and more difficult controls in orienteering challenges.

Students:

- develop skills to work collaboratively
- develop orienteering skills and concepts
- apply a combination of orienteering skills and strategies to complete orienteering courses containing obvious and more difficult controls.

		<ul style="list-style-type: none"><li>• apply criteria to evaluate and generate feedback on their own or others' performance of the movement sequence/s</li><li>• apply judgments and feedback to refine their performance of the (selected) 'on the court' movement sequence striking.</li></ul>	<ul style="list-style-type: none"><li>• explore the changing role of physical activity in the lives of Australians</li><li>• become familiar with Australia's physical activity and sedentary behaviour guidelines</li><li>• explore the context and design features for community fitness interventions</li><li>• become familiar with major muscle groups, fitness components and training principles</li></ul> <p>propose, perform and evaluate their own fitness workout to improve fitness and physical activity levels in their community.</p>	
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**Personal, Social and Community Health****Unit 3: I Can Influence Others**

Students access credible information to identify myths and misconceptions about alcohol and other drugs. They investigate binge drinking and explore the impact of risk-taking behaviours on health. Students examine strategies to minimise risks, respond to emergency situations and make safe and healthy decisions under pressure in social situations. They analyse the responsibilities involved with party planning and identify ways they can prevent antisocial behaviour when socialising. Students critique public health campaigns focused on alcohol, drugs and antisocial behaviours then develop and implement a related health message to demonstrate leadership in their school community.

Students:

- examine a range of health information available to adolescents with regard to alcohol and other drugs
- investigate the health risks associated with adolescent binge drinking behaviours
- investigate the impact of antisocial behaviours associated with adolescent binge drinking
- explore measures to reduce risk in adolescent social situations
- Investigate the risks and consequences of poorly planned adolescent parties
- evaluate a range of resources available to assist adolescents when planning social events
- analyse a range of health campaigns designed to reduce antisocial behaviour in situations involving alcohol and others drugs
- develop and implement a health message that promotes safe practices when socialising during adolescence

This unit incorporates concepts from the Safe Night out Education Package

**Movement and Physical Activity****Unit 4: Water Polo**

In this context, students evaluate and refine their own and others' water polo strokes, skills and strategies.

Students:

- develop specialised water polo skills of dribbling, passing and shooting
- become familiar with different types of feedback and understand how feedback can be used to refine performance
- apply the specialised skills of water polo in different scenarios
- give and receive feedback to enhance own and others' performance.

**Personal, Social and Community Health****Unit 2: Cultural Connections**

Students examine how migration and cultural identity has influenced the physical activity choices of Australian's and their communities. They examine characteristics of ethical decision making and how it contributes to respectful relationships. They explore diversity and identify attributes of community wellbeing and will investigate how local physical activity groups support community connections and wellbeing.

Students:

- identify how migration has influenced Australia's cultural identity
- discuss how migration has affected the physical activity choices of Australians
- recognise characteristics of respectful relationships
- understand how empathy and ethical decision making contribute to respectful relationships
- understand the importance of demonstrating empathy and ethical decision making when writing a blog
- explore the concept of community wellbeing
- investigate how a local community group supports wellbeing
- Define equity – Barriers and enablers
- Identify barriers and enables within the community.

**Movement and Physical Activity****Unit 2: Volleyball**

Students demonstrate leadership, fair play and cooperation as they participate in volleyball games. They explore the movement concepts and strategies involved in the sport of volleyball.

Students:

- become familiar with the rules of volleyball and the fundamentals of the spirit of the game
- explore, perform and refine individual performance of various volleyball foundation skills
- develop qualities of leadership across a range of movement contexts and specifically in the preparation and facilitation of a coaching drill
- transfer movement concepts and strategies to new and challenging movement situations during volleyball modified games and gameplay
- demonstrate fair play and cooperation during volleyball modified games and gameplay.

**Personal, Social and Community Health****Unit 4: Excellence in health**

Students work in groups to demonstrate leadership and cooperation skills while applying the problem-solving process to take action to enhance their own and others' health, safety and wellbeing in the school community.

Students:

- form cooperative learning groups and negotiate roles and responsibilities
- source information and data from a range of sources about health issues in the school community
- select a relevant health issue in the school community to take action on
- analyse health information to choose a health action that addresses an identified health issue
- demonstrate leadership and collaboration when working in groups
- plan and implement a health action with a group of peers
- individually evaluate the implementation of their group's health action.
- Define energy, fitness and training

**Movement and Physical Activity****Unit 3: PT yourself**

Students propose and evaluate interventions to improve fitness and physical activity levels in their communities.

Students:

- examine the health-related components of fitness determine how and why the body responds to exercise
- develop techniques for taking a personal heart rate reading
- determine physical activities that raise and maintain the heart rate to 70 per cent of maximum using heart rate monitoring techniques
- identify types and intensities of physical activity that contribute to muscular endurance and cardiovascular fitness
- propose, perform and evaluate a 10-minute workout.

**Personal, Social and Community Health****Unit 1: Looking after myself and others**

Students identify situations in which they may be at risk and how to respond in these situations, using a variety of different techniques including CPR and first aid. Students respond to a variety of scenarios with first aid interventions

Students:

- examine the use of first aid and CPR practices in a controlled environment
- Define ethics and Integrity

**Movement and Physical Activity****Unit 1: Tag Rugby**

Students apply and transfer movement concepts and strategies to new and challenging movement situations through participation in tag rugby.

Students will:

- develop and refine specialised movement skills involved in tag rugby
- transfer and implement movement concepts and strategies from previous movement experiences
- create solutions to movement challenges.



# Whole school assessment plan: 7–10 overview

Categories of student products include: **written**, **spoken/signed**, **performance**, **multimodal** and **visual**. **Systemic tasks** include: NAPLAN, † denotes supervised conditions.

	Term 1	Term 2	Term 3	Term 4
Personal, Social and Community Health	<p><b>7</b></p> <p><b>Personal, Social and Community Health</b>  <b>Unit 1: Approaching Adolescence</b>  <b>Assignment/project</b>            Students explore changes and transitions during adolescence and the impact they have on identity. They analyse factors that influence emotional responses and investigate and recommend strategies and resources to manage these changes and transitions.            The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>analyse factors that influence emotional responses</li> <li>evaluate strategies and resources to manage changes and transitions and investigate their impact on identities.</li> </ul> <p><b>Movement and Physical Activity</b>  <b>Unit 1: Nifty Netball</b>            Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities. The students make judgements and record responses based on their understanding and investigation of the physical activities in which they participate. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records.            The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>demonstrate control and accuracy when performing specialised movement skills.</li> <li>Undertake a variety of roles to plan training sessions and assess the improvement of health and skill related components if fitness</li> </ul>	<p><b>NAPLAN †</b></p> <p><b>Personal, Social and Community Health</b>  <b>Unit 2: I can make good decisions</b>  <b>Exam</b>            Students explore information about alcohol and other drugs, focusing on caffeine and suggest strategies to manage the influences on their decision making.            The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>analyse factors that influence emotional responses</li> <li>demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing.</li> </ul> <p><b>Movement and Physical Activity</b>  <b>Unit 2: In the running</b>            Physical performances are based on the ongoing application of skills and conceptual understandings. 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 and recorded on observation records.            The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>demonstrate control and accuracy when performing specialised movement skills.</li> </ul>	<p><b>Personal, Social and Community Health</b>  <b>Unit 3: Super Snacks</b>  <b>Assignment/project</b>            Students investigate nutrition information strategies that enhance their own and others' health and wellbeing. They demonstrate skills to make informed decisions about snack choices. Students propose and implement an action that promotes a healthy snack.            The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>investigate strategies and practices that enhance their own, others' and community health and wellbeing</li> <li>demonstrate skills to make informed decisions</li> <li>propose and implement actions that promote their own and others' health, safety and wellbeing.</li> </ul> <p><b>Movement and Physical Activity</b>  <b>Unit 3: Shoots and scores</b>            Physical performances are based on the ongoing application of skills and conceptual understandings. 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 and recorded on observation records.            The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>apply movement concepts and refine strategies to suit different movement situations</li> </ul>	<p><b>Personal, Social and Community Health</b>  <b>Unit 4: Generations</b>  <b>Collection of work/ Project</b>            Students complete a series of focused activities relating to a single context. They examine the cultural and historical significance of physical activities across generations and examine how connecting to the environment can enhance health and wellbeing. They establish and maintain respectful family relationships and promote inclusivity between generations by recommending a physical activity.            The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing</li> <li>establish and maintain respectful relationships and promote inclusivity.</li> </ul> <p><b>Movement and Physical Activity</b>  <b>Unit 4: Different Strokes</b>            Physical performances are based on the ongoing application of skills and conceptual understandings. 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 and recorded on observation records.            The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> <li>demonstrate control and accuracy and accuracy when performing specialised movement skills</li> <li>apply and refine movement concepts and strategies to suit different movement situations.</li> </ul>



**Personal, Social and Community Health****Unit 1: Food for life****Research**

Students investigate their diet against the Australian Guide to Healthy Eating and identify areas where they are on track and areas where they could focus efforts to enhance their health.

The assessment will gather evidence of the student's ability to:

- investigate strategies and practices that enhance their own health and wellbeing
- demonstrate skills to make informed decisions, and propose and implement actions that promote their own health, safety and wellbeing.

**Movement and Physical Activity****Unit 1: Groovy Green**

Physical performances are based on the ongoing application of skills and conceptual understandings.

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 and recorded on observation records.

The assessment will gather evidence of the student's ability to:

- apply and refine a variety of disc golf skill(s)/ techniques in a variety of drills and game play
- Apply and refine the skills and techniques of disc golf in a variety of scenarios.

**Personal, Social and Community Health****Unit 2: My decisions my life****Research**

Students explore drug and alcohol information/statistics to select an issue to investigate and design an action to communicate the information to year 8 and 9 students.

The assessment will gather evidence of the student's ability to:

- evaluate strategies and resources to manage changes and transitions and their impact on identities
- demonstrate skills to make informed decisions, and propose actions that promote their own and others' health, safety and wellbeing.

**Movement and Physical Activity****Unit 2: Get your motor running (Collection of work)**

Physical performances are based on the ongoing application of skills and conceptual understandings.

Assessment occurs over a period of time during lessons where students complete planned assessment activities. The students make judgements and record responses based on their understanding and investigation of the physical activities in which they participate. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records.

The assessment will gather evidence of the student's ability to:

- investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes
- apply the elements of movement to compose and perform movement sequences.

**Personal, Social and Community Health****Unit 3: My adolescent relationships****Exam †**

Students complete an exam examining safety issues they may encounter in their the daily lives.

The assessment will gather evidence in their ability to:

- use knowledge and understanding to assess risk
- evaluate strategies to make safe decisions
- demonstrate the ability to behave in ways that protect their own safety and others.

**Movement and Physical Activity****Unit 3: Hardcore handball**

Physical performances are based on the ongoing application of skills and conceptual understandings.

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 and recorded on observation records.

The assessment will gather evidence of the student's ability to:

- apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity
- apply movement concepts and refine strategies to suit different movement situations

**Personal, Social and Community Health****Unit 4: Cultural understandings****Collection of work**

Students complete a series of focused activities relating to a single context. They examine the cultural and historical significance of physical activities and how connecting to the environment can enhance the health and wellbeing of individuals and others. Students evaluate the impact on wellbeing of relationships and respecting diversity.

The assessment will gather evidence of the student's ability to:

- evaluate the impact on wellbeing of relationships and valuing diversity
- examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

**Movement and Physical Activity****Unit 4: Jump Rope**

Physical performances are based on the ongoing application of skills and conceptual understandings.

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 and recorded on observation records.

The assessment will gather evidence of the student's ability to:

- apply the elements of movement to compose and perform movement sequences

**Personal, Social and Community Health****Unit 1: Respectful Relationships****Case study (Exam)**

Students complete a case study. They read a scenario and answer questions.

The assessment will gather evidence of the student's ability to:

- critically analyse contextual factors that influence their identities, relationships, decisions and behaviours
- analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing
- apply decision-making skills to enhance their own and others' health, safety and wellbeing.

**Movement and Physical Activity****Unit 1: Space invaders****Practical**

Physical performances are based on the ongoing application of skills and conceptual understandings.

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 and recorded on observation records.

The assessment will gather evidence of the student's ability to:

- demonstrate leadership, and cooperation across a range of movement contexts
- apply and transfer movement concepts and strategies to new and challenging movement situations.

**NAPLAN †****Personal, Social and Community Health****Unit 2: Sustainable health challenge****Multimodal presentation**

Students complete a multimodal presentation. They research information and produce a multimodal in response to an issue or decision.

The assessment will gather evidence of the student's ability to:

- access, synthesise and apply health information from credible sources to propose and justify responses to health situations.

**Movement and Physical Activity****Unit 2: Clear the net (speedminton)****Collection of work**

Physical performances are based on the ongoing application of skills and conceptual understandings.

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 and recorded on observation records.

The assessment will gather evidence of the student's ability to:

- apply criteria to make judgments about their own or others' specialised movement skills and movement performances
- refine their own and others' specialised movement skills and movement performances.

**Personal, Social and Community Health****Unit 3: My social responsibility****Research**

Students complete an assignment. They evaluate the outcomes of emotional responses to media representations of adolescents' drinking behaviour. Students critically analyse contextual factors that influence adolescents' decisions and behaviours in regard to alcohol use, and demonstrate leadership across a range of health contexts.

The assessment will gather evidence of the student's ability to:

- critically analyse contextual factors that influence decisions and behaviours
- evaluate the outcomes of emotional responses to different situations.

**Movement and Physical Activity****Unit 3: Moving more matters!****Collection of work**

Physical performances are based on the ongoing application of skills and conceptual understandings.

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 and recorded on observation records.

The students evaluate their work and record responses based on their understanding and investigation of the activities.

The assessment will gather evidence of the student's ability to:

- propose and evaluate interventions to improve fitness and physical activity levels in their communities.

**Personal, Social and Community Health****Unit 4: Active Aussies****Collection of work**

Students complete a collection of work. They examine the changing nature of cultural identity – physical activity over time. They propose a response to increase participation in physical activity of a student from a diverse cultural background.

The assessment will gather evidence of the student's ability to:

- examine the role physical activity has played historically in defining cultures and cultural identities
- propose and justify a response to health situations.

**Movement and Physical Activity****Unit 4: Navigation****Practical**

Physical performances are based on the ongoing application of skills and conceptual understandings.

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 and recorded on observation records.

The assessment will gather evidence of the student's ability to:

- work collaboratively to design movement challenges apply solutions to movement challenges.

**Personal, Social and Community Health****Unit 1: Looking after myself and others****Research/ Project**

Students analyse current statistics on adolescent health concerns, evaluate available health resources, provide a recommendation and justify how the recommendation will address the identified health concern.

The assessment will gather evidence of the student's ability to:

- critically analyse contextual factors that influence decisions and behaviours
- access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Apply decision-making skills when taking action to enhance their own/others' health, safety and wellbeing.
- apply decision-making and problem-solving skills when taking action to enhance their own and others' health and wellbeing.
- Define ethics and Integrity
- Analyse ethical dilemma's within the community.

**Movement and Physical Activity****Unit 1: Water Polo****Practical**

Physical performances are based on the ongoing application of skills and conceptual understandings.

Assessment occurs over a period of time during lessons where students complete planned assessment activities. The students make judgements and record responses based on their understanding and investigation of the physical activities in which they participate.

The assessment will gather evidence of the student's ability to:

- apply and transfer movement concepts and strategies to new and challenging movement situations.

**Personal, Social and Community Health****Unit 2: Cultural Connections****Research/ Project Multimodal**

Students complete a research task. They investigate cultural identities of major groups in the community. They deconstruct a statement on communities and identify how physical activity groups meet community expectations.

The assessment will gather evidence of the student's ability to:

- analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing
- examine the role physical activity has played historically in defining cultures and cultural identities.
- Define equity – Barriers and enablers
- Identify barriers and enables within the community.

**Movement and Physical Activity****Unit 2: Volleyball****Collection of work**

Physical performances are based on the ongoing application of skills and conceptual understandings.

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 and recorded on observation records.

The assessment will gather evidence of the student's ability to:

- demonstrate leadership, fair play and cooperation across a range of movement contexts
- apply and transfer movement concepts and strategies to new and challenging movement situations.

**Personal, Social and Community Health****Unit 3: Excellence in health****Research/ Project Multimodal**

Students demonstrate leadership and cooperation. They apply problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.

The assessment will gather evidence of the student's ability to:

- demonstrate leadership and cooperation
- apply problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.
- Define energy, fitness and training

**Movement and Physical Activity****Unit 3: PT yourself****Written**

Physical performances are based on the ongoing application of skills and conceptual understandings.

Assessment occurs over a period of time during lessons where students complete planned assessment activities. The students make judgements and record responses based on their understanding and investigation of the physical activities in which they participate.

The assessment will gather evidence of the student's ability to:

- propose and evaluate interventions to improve fitness and physical activity levels in their communities.

**Movement and Physical Activity****Unit 4: Tag Rugby****Practical**

Physical performances are based on the ongoing application of skills and conceptual understandings.

Assessment occurs over a period of time during lessons where students complete planned assessment activities. The students make judgements and record responses based on their understanding and investigation of the physical activities in which they participate.

The assessment will gather evidence of the student's ability to:

- apply and transfer movement concepts and strategies to new and challenging movement situations.
- Apply first aid principles to situations.
- Apply ethics and integrity to situations.

# Timing of assessment across 7–10 HPE

^ School reporting deadlines



Systemic assessment



School-based assessment

¥ The assessment provides an opportunity for planned consistency of teacher judgments activities

		Term 1									Term 2									Term 3									Term 4														
Week		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
Health	7									¥	^				N						¥							¥	¥	¥	¥	^							¥	¥	¥		^
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	9								¥		^				N				¥	¥								¥	¥	¥									¥	¥	¥		
	10								¥									¥	¥	¥								¥	¥	¥		^								¥	¥		
Movement	7						¥	¥	¥		^				N				¥											¥	^									¥			^
	8							¥	¥	¥	^									¥									¥		^									¥			^
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