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| Year 9 Health and Physical Education curriculum and assessment plan  Example |

# Curriculum overview

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| Band description | Cohort description |
| 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 critically analyse and 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 to support the development of preventive health practices that build and optimise community health and wellbeing.  In Years 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 participation in physical activity and sport 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 personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.  Focus areas to be addressed in Years 9 and 10 include:   * alcohol and other drugs (AD) * food and nutrition (FN) * health benefits of physical activity (HBPA) * mental health and wellbeing (MH) * relationships and sexuality (RS) * safety (S) * challenge and adventure activities (CA) * games and sports (GS) * lifelong physical activities (LLPA) * rhythmic and expressive movement activities (RE). | This year level plan has not been developed with a specific cohort in mind. It is provided as an example of the intent of the Australian Curriculum: Health and Physical Education, and reflective of QCAA advice and resources. |
| Course organisation |
| This year level plan is written with the consideration that all school scenarios for delivery of Health and Physical Education are unique. It is written to:   * offer units of work that could be adapted to suit multiple contexts as required by the school, including allocated time and resources * consider different types of assessment that are suitable for the Health and Physical Education learning area * provide examples for schools to adapt to their own contexts. |

# Unit overview

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| Term 1 | Term 2 | Term 3 | Term 4 |
| Unit 1 — R-E-S-P-E-C-T | Unit 3 — The best version of me | Unit 5 — Connecting to culture | Unit 6 — Risky business |
| Inquiry question: How do we build and maintain positive relationships?  Students will describe the characteristics of respectful relationships and analyse the role empathy and ethical decision-making contribute. They will examine changes that occur as sexuality and/or identity develops, and the impact these have on relationships. Students will assess behavioural expectations in different relationships and social situations and examine how these expectations can influence decisions and actions. They will evaluate situations and propose appropriate responses as they reflect on possible outcomes and make decisions in relationship contexts. | Inquiry question: What’s helping me live my best life?  Students will identify the factors that promote and sustain health, such as regular exercise and healthy food choices. They will examine community resources that can positively influence their exercise and nutrition decisions and will plan and implement strategies and evaluate their impact on health and wellbeing. | Inquiry question: How can we develop a sense of connection to improve health and wellbeing in our community?  Students will explore the importance of physical activity in Aboriginal cultures and Torres Strait Islander cultures and how this has changed over time. Students will identify the role Aboriginal sportspeople and Torres Strait Islander sportspeople have played in accentuating Aboriginal cultures and Torres Strait Islander cultures through their chosen sports.  Students will have the opportunity to follow cultural protocols when engaging with a local Aboriginal and/or Torres Strait Islander community member to gain an authentic and appropriate cultural perspective on the role of sport in their culture and community. Drawing on this perspective, students will critically analyse media messages and examine case studies from the National Rugby League (NRL and NRLW Indigenous Round) and the Australian Football League (Sir Doug Nicholls Round and AFLW Indigenous Round). Students will participate in traditional Aboriginal peoples' and Torres Strait Islander p-eoples' games and will apply a health strategy to promote a sense of connection and cultural respect within their own community. | Inquiry question: What’s influencing me in my river of life?  Students will investigate social norms, stereotypes and behaviours regarding alcohol and other drugs and identify the ways adolescents think about risk-taking behaviours. They will critically analyse media messages about alcohol and drugs while investigating the expectations of others and how these environmental factors can influence decision-making. The students identify safe practices and investigate strategies to deal with challenging situations. |
| **Unit 2 — Fair play in striking/fielding games** | **Unit 4 — An exploration of space** |  | **Unit 7 — Environmental challenges** |
| Inquiry question: How can we increase inclusivity and positive engagement in physical activity?  Students will apply strategies to manage respectful relationships and participate in a range of minor and adapted games incorporating fair play, inclusivity and encouragement of others to underpin participation. The concepts of ethics will be introduced as a guiding principle for participation. Students will use policy guides such as the Australian Sports Commission *Inclusive Sport Framework* to identify ethical dilemmas and propose solutions. | Inquiry question: What’s my strategy?  Students will develop and refine personal and team movement skills and sequences and apply critical and creative thinking to transfer strategies in invasion games (e.g. touch football, Gaelic football, netball, futsal).  Students will be introduced to the principles of play, which are fundamental movement strategies used by individuals or teams. Learning experiences will provide authentic opportunities for students to explore a variety of approaches to create, defend and exploit space. |  | Inquiry question: Is your team up for the challenge?  Students will participate in a range of activities to collaboratively plan, set up and solve navigational challenges (e.g. working in teams to complete orienteering courses using QR codes, apps, maps), and build connections with the environment. They will address safety issues that they may encounter while participating in the navigational activities and investigate safe practices where they may be required to administer first aid to a friend, including CPR. |

# Assessment overview

|  | Term 1 | | Term 2 | | Term 3 | | Term 4 | |
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|  | Unit 1 — R-E-S-P-E-C-T | Week/s | Unit 3 — The best version of me | Week/s | Unit 5 — Connecting to culture | Week/s | Unit 6 — Risky business | Week/s |
| Assessment | Technique: Investigation  In this investigation, students will construct a feature article for the school newsletter to propose appropriate responses and decision‑making processes in a selected relationship context.  Format: Written  Conditions:   * 5 weeks in class * 600–800 words | 8 | Technique: Examination (supervised/unseen question)  In this examination, students will access, synthesise and apply health information from the stimulus to identify the factors that influence access to regular exercise and healthy food choices within the specified context. Students will propose and justify a community resource to enhance health and wellbeing within the specified context.  Format: Extended response  Conditions:   * 90 minutes, plus 10 minutes perusal * Up to 600 words | 8 | Technique: Project  In this project, students will complete four tasks over a series of lessons that require the application of a range of cognitive and technical processes and skills. This project will require students to use practical learning experiences to gather data and apply a health strategy to celebrate Aboriginal cultures and Torres Strait Islander cultures in a class context.  Format: Written (Part A, B and D)  Practical (Part C)  Conditions:   * 5 weeks in class * 600–800 words | 9 | Technique: Investigation  In this investigation, students will work in groups to analyse current social norms and stereotypes relating to alcohol and drugs and identify the ways adolescents think about risk‑taking behaviours. They will propose safe practice strategies to deal with challenging situations as a recorded podcast.  Format: Multimodal presentation  Conditions:   * 5 weeks * 3–4 minutes | 8 |
|  | **Unit 2 — Fair play in striking/fielding games** | **Week/s** | **Unit 4 — An exploration of space** | **Week/s** |  | **Week/s** | **Unit 7 — Environmental challenges** | **Week/s** |
|  | Technique: Practical and project  Students will be assigned a team for the duration of the unit and will rotate through a series of roles while preparing and participating in games. Students will work collaboratively within their teams and be allocated a role to participate competitively within the range of adapted striking or fielding games. In a series of journal entries, students will reflect on their team’s and their own ability to demonstrate characteristics of fair play, inclusivity and encouragement throughout the competition.  Format: Practical and written  Conditions:   * Practical —continuous * Written — 200–400 words | 8 | Technique: Project  Students complete a two-part folio of work encompassing practical performance in a range of invasion games and a written evaluation of their implemented movement strategies to create, defend and exploit space.  Format: Practical and multimodal  Conditions:   * Practical — continuous * Multimodal — 3–4 minutes | 8 |  |  | Technique: Practical and project  In groups, students demonstrate the knowledge and skills required to design, adapt and participate in a range of navigational challenges. Individually, students apply their understanding of safe practices to conduct a risk assessment within specified challenge settings.  Format: Practical and written  Conditions:   * Practical — continuous * Written — 200–400 words | 8 |
| Achievement standard | By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about 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 has played historically in defining cultures and cultural identities.  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 new and challenging movement situations. They apply criteria to make judgements about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges. | | By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about 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 has played historically in defining cultures and cultural identities.  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 new and challenging movement situations. They apply criteria to make judgements about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges. | | By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about 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 has played historically in defining cultures and cultural identities.  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 new and challenging movement situations. They apply criteria to make judgements about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges. | | By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about 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 has played historically in defining cultures and cultural identities.  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 new and challenging movement situations. They apply criteria to make judgements about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges. | |
| Moderation | Calibration: The HOD will select samples for teachers to individually grade using the task-specific standards. Teachers will engage in professional conversations to reach consensus on the level of achievement to be awarded for each sample. Discussions will be based on evidence in student responses, using the language of the task-specific standards.  Conferencing: Teachers will record video footage of practical performances and grade all performances using the task-specific standards. Each teacher will select samples across the five-point scale for consideration in the conferencing process. Teachers will share their selected samples and judgments and engage in professional conversation to reach a consensus on the level of achievement to be awarded for each sample. | | Calibration: Teachers will individually select a range of student responses from their class and grade these using the task-specific standards. Teachers will engage in professional conversations to reach consensus on the level of achievement to be awarded for each sample. Discussions will be based on evidence in the student responses, using the language of the task‑specific standards. | | Conferencing: Teachers will individually select a range of student responses from their class and grade these using the task-specific standards. Each teacher will select samples across the five-point scale for consideration in the conferencing process. Teachers will share their selected samples and judgments and engage in professional conversation to reach a consensus on the level of achievement to be awarded for each sample. | | Calibration: The HOD will select samples for teachers to individually grade using the task-specific standards. Teachers will engage in professional conversations to reach a consensus on the level of achievement to be awarded for each sample. Discussions will be based on evidence in student responses, using the language of the task-specific standards. | |

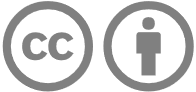
# Teaching and learning focus

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| Content descriptions | | | | | | | | | | | | | | | |
| Personal, social and community health | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Movement and physical activity | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 |
| Being healthy, safe and active  Evaluate factors that shape identities, and analyse how individuals impact the identities of others | ✓ |  |  |  | ✓ |  |  | Moving our body  Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations |  | ✓ |  | ✓ |  |  | ✓ |
| Examine the impact of changes and transitions on relationships | ✓ |  |  |  |  |  |  | Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment |  |  |  | ✓ |  |  |  |
| 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 |  |  |  |  |  |  | ✓ | Understanding movement  Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels |  |  | ✓ |  |  |  | ✓ |
| Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices | ✓ |  |  |  | ✓ | ✓ |  | Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences |  |  |  | ✓ |  |  |  |
| Communicating and interacting for health and wellbeing  Investigate how empathy and ethical decision making contribute to respectful relationships | ✓ |  |  |  | ✓ |  |  | Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time |  |  |  |  | ✓ |  |  |
| Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses | ✓ |  |  |  |  | ✓ |  | Learning through movement  Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams |  | 🗸 |  | 🗸 |  |  | ✓ |
| Critically analyse and apply health information from a range of sources to health decisions and situations |  |  | ✓ |  |  |  |  | Transfer understanding from previous movement experiences to create solutions to movement challenges |  | 🗸 |  | ✓ |  |  | ✓ |
| Contributing to healthy and active communities  Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities | ✓ |  | ✓ |  |  | ✓ |  | Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities |  | 🗸 |  |  |  |  |  |
| Plan and evaluate new and creative interventions that promote their own and others’ connection to community and natural and built environments |  |  |  |  | ✓ |  |  |  |
| Critique behaviours and contextual factors that influence the health and wellbeing of diverse communities |  |  | ✓ |  |  | ✓ |  |  |

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| General capabilities | Year 9 | | | | | | |  | | Cross-curriculum priorities | | | | Year 9 | | | | | | |
| Unit | 1 | 2 | 3 | 4 | **5** | **6** | **7** |  | Unit | | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Literacy | ✓ |  |  |  | ✓ | ✓ |  |  | Aboriginal and Torres Strait Islander histories and culture | | | | |  |  |  |  | ✓ |  |  |
| Numeracy |  |  | ✓ | ✓ |  | ✓ | ✓ |  | Asia and Australia’s engagement with Asia | | | | |  | ✓ | ✓ |  |  |  |  |
| Information and communication technology |  |  |  | ✓ |  |  |  |  | Sustainability | | | | |  |  | ✓ |  |  |  | ✓ |
| Critical and creative thinking |  | ✓ | ✓ |  | ✓ |  |  |  |  | |  |  |
| Personal and social capability | ✓ | ✓ |  | ✓ | ✓ | ✓ | ✓ |  |  | |  |  |
| Intercultural understanding | ✓ |  | ✓ |  |  | ✓ |  |  |  | |  |  |
| Ethical understanding | ✓ | ✓ |  |  | ✓ |  |  |  |  | |  |  |

# Planning considerations

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| Prior to implementation the teaching team will consider questions such as:   * Where has prior and future learning across the year level/band been reflected in the plan? * Are there adequate opportunities for students to develop depth of conceptual understanding and sophistication of skills across the year level/band? * Does the plan ensure adequate opportunities for students to demonstrate the achievement standard/s by the end of the year level/band? * Are the timing and demands of the planned assessment appropriate in relation to assessment of other learning areas and subjects taught in this year? * Are there any Indigenous cultural and intellectual property (ICIP) rights to consider? For guidance, see <https://smartcopying.edu.au/guidelines/copyright-basics/indigenous-cultural-and-intellectual-property-rights>. * Do the assessment techniques and conditions offer a range and balance across the year/band? What strategies for authentication are included? * What moderation processes will be used? When will assessment and moderation occur? * Is the planned teaching, learning and assessment, sequence appropriate for reporting purposes? * Do strategies for differentiation and reasonable adjustments complement the teaching, learning and assessment sequence? * How will planned strategies for differentiation and reasonable adjustments impact other year level/band plans? |
| Following implementation, the teaching team will consider questions such as:   * Was the teaching, learning and assessment effective? * Are there opportunities to improve the effectiveness of the teaching, learning and assessment? If so, what? * Were there any common student misconceptions that need, or needed, to be clarified? * How do student outcomes in this year of learning impact on the planning of subsequent year level/band plans? |

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