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| Year 10 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.   **Senior pathways**  Senior Health and Physical Education pathways are diverse. Consideration of these pathways is necessary when designing a course of work — opportunities to develop the knowledge and skills necessary to succeed in these pathways should be evident across a course of study.  Senior pathways include: Early Childhood Studies, Health, Physical Education and Sport & Recreation. |

# Unit overview

This resource contains content that will require teachers to consider sensitivity of the students and the teaching context. Teachers should also consult with school leaders and the school community about the suitability of any resources.

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| Term 1 | Term 2 | Term 3 | Term 4 |
| Unit 1 — Strengthen your mental wellbeing | Unit 2 — The power of social media | Unit 4 — Analyse this | Unit 5 — Level up |
| Inquiry question: How can we use physical activity to promote mental wellbeing in the school community?  Students will investigate a range of factors that can influence mental health, including physical activity and explore health issues related to sedentary lifestyles. They will examine the trends of participation in organised and recreational physical activity in the school community and compare secondary data relating to national trends and future directions. Students will design, implement and evaluate a health strategy aimed to promote mental health and wellbeing in the school community through participation in regular physical activity (organised or recreation). | Inquiry question:How can we influence the community with healthy selfies?  Students will critically analyse the personal, psychological and environmental factors, including stereotypes and role models, that influence identities, decisions and behaviours relating to their body image. They will collect primary and secondary data to ascertain how social media can be used as a community resource that promotes healthy and active living. Students will develop an action plan promoting positive body image messages relating to health, physical activity and wellbeing in a community context. They will evaluate the potential impact of the community resource on attitudes and behaviours. | Inquiry question: What role does biomechanics play in the improvement of physical performance?  Students will evaluate their own and others’ performance of a selected movement sequence in Badminton (net and court). They will make their judgments and provide feedback using criteria based on specialised movement skills and sequences. The use of digital tools (apps, video analysis software) to analyse performance is encouraged in this unit.  This unit could also be addressed in the context of athletics. | Inquiry question: Where am I going and what do I need to get there?  Students will identify situations where they may face challenges as they transition into senior school and more autonomy. They will develop self-management and interpersonal skills to successfully navigate change. Students will evaluate the appropriateness and effectiveness of help and support services available for young people in the local community and propose strategies to promote positive health decisions.  In practical learning experiences, students will evaluate and refine their own and others’ performance of survival stroke skills and will apply decision-making skills to engage with scenario-based rescues. |
|  | **Unit 3 — Coach with purpose** |  |  |
|  | Inquiry question: How can we modify movement to improve performance?  In this unit, students will develop their ability to coach in non-traditional invasion games, such as ultimate disc or team handball, through a constraints-led approach to learning. Students will demonstrate leadership, fair play and cooperation as they explore the movement strategies involved in ‘setting up an attack’. Students will develop and evaluate sessions to refine movement sequences and movement strategies. |  |  |

# Assessment overview

|  | Term 1 | | Term 2 | | Term 3 | | Term 4 | |
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|  | Unit 1 — Strengthen your mental wellbeing | Week/s | Unit 2 — The power of social media | Week/s | Unit 4 — Analyse this | Week/s | Unit 5 — Level up | Week/s |
| Assessment | Technique: Investigation  In this investigation, students will design, implement and evaluate a health strategy incorporating physical activity within the school community that promotes mental health and wellbeing.  Format: Multimodal  Conditions:   * 5 weeks in class * 3–4 minutes | 9 | Technique: Investigation  In this investigation, students will critically analyse primary and secondary data about the contextual factors that influence identities, decisions and behaviours relating to their body image. They will justify the perceived impact of strategies aimed to promote positive body image attitudes and behaviours through social media platforms. Students will present the investigation in a written report with section headings and may include tables, graphs and/or diagrams, and analysis of data supported by references.  Format: Written report  Conditions:   * 5 weeks in class * 600–800 words | 8 | Technique: Project (unsupervised/seen question)  In this project, students will complete four tasks over a series of lessons to apply principles of biomechanics (force, levers, summing of momenta, height/speed of release) to analyse performance of a selected movement sequence. They will use the criteria and received feedback relating to biomechanical principles to refine and evaluate their performance. The use digital tools to analyse performance is encouraged in this unit.  Format: Written report or multimodal  Conditions:   * 5 weeks in class * 3–4 minutes or 600–800 words | 9 | Technique: Examination (supervised/unseen questions)  In this examination, students will critically analyse stimulus information to evaluate the appropriateness of a resource in addressing an identified need within a specified community. Students will use their evaluation to propose a recommendation to further promote positive health decisions within the community.  Format: Extended response  Conditions:   * 90 minutes, plus 10 minutes perusal * Up to 600 words | 6 |
|  | **Week/s** | **Unit 3 — Coach with purpose** | **Week/s** |  | **Week/s** |  | **Week/s** |
|  |  | Technique: Practical and investigation  In pairs, students will construct a 20-minute coaching plan for a non-traditional invasion game coaching session. Each student will deliver a 10-minute segment of the coaching session exploring a movement strategy involved in ‘setting up an attack’. Following delivery of the coaching session, in an interview with the teacher, students will evaluate the effectiveness of the session in addressing the coaching objectives.  Format: Practical and spoken  Conditions:   * Practical — continuous * Spoken — 2 minutes | 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. | | 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. | |

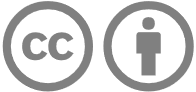
# Teaching and learning focus

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| Content descriptions | | | | | | | | | | | | |
| Personal, social and community health | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Movement and physical activity | Unit 1 | Unit 2 | | Unit 3 | Unit 4 | Unit 5 |
| 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 |  |  | | ✓ |  |  |
| Evaluate 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 10 | | | | |  | Cross-curriculum priorities | | Year 10 | | | | |
| Unit | 1 | 2 | 3 | 4 | 5 |  | Unit | | 1 | 2 | 3 | 4 | 5 |
| 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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