

Years 7–8 Health and Physical Education Curriculum and assessment plan

Example A

Level description	Context and cohort considerations
<p>The Years 7–8 curriculum builds on each student’s prior learning. During this time, a major influence on students is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing.</p> <p>Students reflect on factors that influence their perception of themselves and their capacity to be resilient. Students explore behavioural expectations for different social situations. They develop the knowledge, understanding and skills to recognise instances of disrespect, discrimination, harassment and violence, and to act assertively to support their own rights and feelings and those of others.</p> <p>Students investigate a range of health issues relevant to young people to understand the choices people make about their health and wellbeing. They examine the factors that can influence an individual’s choices, and explore and evaluate options, consequences, and healthier and safer alternatives. Students continue to refine their health literacy skills as well as their understanding of the sources of support available, to seek early help when they or people around them need it. In these years, Health and Physical Education (HPE) plays an important role in maintaining physical activity participation, through opportunities for skill development in a variety of movement forms that enhance performance and competence, as well as providing enjoyment and a sense of achievement.</p> <p>Students practise and apply more complex combinations of skills and strategies in a range of movement situations and settings. They explore the range of factors and movement concepts that influence the quality of movement performances. They practise techniques that can be used to enhance their own and others’ performances.</p> <p>Students have opportunities to practise using creative and collaborative processes to work in a group or team to communicate effectively, solve problems, resolve conflicts, and make decisions in movement and social contexts.</p>	<p>Students in Year 7 and Year 8 study HPE for two lessons per week across four semesters. There are four Year 7 classes with one class on Line 1 and three classes on Line 2. There are five Year 8 classes with one class on Line 1, two classes on Line 3 and two classes on Line 4. Classes have access to an outdoor facility (hall, oval, pool, external venue — dependent on the line) for two lessons each week. They also have access to a classroom for one lesson per week when required.</p> <p>The school has a focus on the use of high-impact teaching strategies in the planning and implementation of teaching and learning in Years 7–10. In alignment with this, the HPE faculty has prioritised improving the provision and use of formal and informal feedback as a strategy to improve student performance across Years 7–10.</p>

Unit 1 — Ready for the challenge	Unit 2 — Optimising my performance	Unit 3 — Breaking down the barriers	Unit 4 — Bouncing to the beat
<p>Timing: Year 7 Duration: 10 weeks</p> <p>The transition to secondary school can be a period of significant change for young people. In this unit, students investigate the transition to adolescence to consider current and future challenges and describe strategies to positively manage these changes through both health and movement settings.</p> <p>As students analyse factors that have shaped their values and beliefs, they investigate the influence of significant life events on personal strengths and skills and the development of their identities. Students explore the interpersonal skills required for successful movement outcomes in a range of initiative/cooperative games. Through participation as both a leader and a participant, students apply an understanding of verbal, physical and situational cues to identify and appropriately respond to the feelings and actions of others when working in pairs or groups. They use primary data from peer, self and video feedback to select movement strategies that have previously been successful and manipulate strategies to solve new movement challenges. Students reflect on how their successful involvement in the initiative games shapes or is shaped by their identities.</p> <p>Students investigate the skills and resources required to positively manage the transition to secondary school and describe strategies to support themselves and peers to enhance health and wellbeing.</p>	<p>Timing: Year 7 Duration: 10 weeks</p> <p>In a world inundated with messages claiming ways to improve health and wellbeing outcomes, it is important young people are equipped with the skills and resources to make informed decisions. In this unit, students analyse factors that influence their attitudes, beliefs, decisions and behaviours about nutrition and physical activity to develop and implement personalised plans aimed to enhance health, fitness and wellbeing.</p> <p>Students use a critical inquiry approach to explore how messages related to nutrition and physical activity are represented in a variety of media platforms (e.g. social media, advertising) and how this influences their own and others' attitudes and behaviours towards food and exercise. Students reflect on their ability to access, understand, interrogate and use nutrition and fitness information to make health-promoting decisions.</p> <p>Through participation in a range of physical activities (e.g. bushwalking, mountain biking, gym classes, Pilates, swimming for fitness), students investigate the fitness and nutrition requirements that enhance performance and the benefits for long-term health and wellbeing. Students identify the significant fitness components required for positive involvement in a physical activity and explore how particular foods can assist in optimising performance. They develop a plan to maintain or improve their performance using resources available in their natural and built environment.</p>	<p>Timing: Year 7 Duration: 10 weeks</p> <p>In this unit, students develop an understanding of assumptions and stereotypes and investigate the skills and resources required to promote inclusion in their communities.</p> <p>By analysing the social and cultural values and beliefs about race, gender, disability and sexuality, students explore strategies for addressing disrespectful behaviours, including the role of upstanders and bystanders. They examine case studies from online and offline settings to analyse the influence of respectful values and beliefs on the health and wellbeing of stakeholders.</p> <p>Students explore how international games, such as Olympic and Paralympic games, and local games, such as traditional Aboriginal games and Torres Strait Islander games, promote fair play, cooperation and inclusivity for participants. Students investigate strategies that have been successful in challenging harmful or limiting stereotypes, attitudes or practices and enable a diverse range of individuals to engage in physical activity. They use their understanding of movement skills and movement concepts and work collaboratively to manipulate rules, scoring systems and equipment to create a game that promotes inclusive participation. They explore how participation in the game enhances the health and wellbeing of their class mates.</p>	<p>Timing: Year 7 Duration: 10 weeks</p> <p>This unit provides an opportunity for students to develop creative movement by combining movement skills and sequences of both dance and basketball.</p> <p>Students practise and refine fundamental and specialised movement skills — applicable to dance and basketball — in a predictable learning environment while demonstrating a range of rhythmic and expressive movement qualities. Working collaboratively, they compose and manipulate locomotor and non-locomotor movement, sequence movement and choose how to apply movement concepts (e.g. relationship to or with the basketball, others and space) to enhance a group performance.</p>

	Unit 1 — Ready for the challenge		Unit 2 — Optimising my performance		Unit 3 — Breaking down the barriers		Unit 4 — Bouncing to the beat	
	Assessment 1 — Making the transition	Term/week	Assessment 2 — Maximising outcomes	Term/week	Assessment 3 — Games for every one and every body	Term/week	Assessment — Basketball boogie	Term/week
Assessment	<p>Description: Students analyse primary and secondary data to identify factors that influence a positive transition to secondary school. In a journal, they reflect on their ability to use personal and social skills to enhance outcomes in both health and movement settings. Students select a specific challenge associated with the transition to secondary school (e.g. making new friends, interacting with peers/teachers, change in family responsibility/expectations, physical changes associated with puberty/getting older) and describe strategies to promote positive health and wellbeing outcomes for themselves and their peers.</p> <p>Technique: Project</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 400–600 words, comprising of short response items 50–75 words 	Term 1 Week 10	<p>Description: In a series of journal responses, students analyse a physical activity to consider fitness and nutritional requirements to enhance performance. They propose and evaluate a personalised plan to optimise ongoing performance in the physical activity.</p> <p>Technique: Project</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 400–600 words, comprising of short response items 50–75 words 	Term 2 Weeks 9–10	<p>Description: Students manipulate rules, scoring systems and equipment to design and facilitate a game for people with a specified disability to be implemented with the class. In a video journal, they analyse how games designed to promote inclusivity can influence personal enjoyment, sense of belonging and respectful interactions between participants.</p> <p>Technique: Project</p> <p>Mode: Spoken/signed</p> <p>Conditions:</p> <ul style="list-style-type: none"> • up to 2 minutes 	Term 3 Weeks 9–10	<p>Description: Students apply an understanding of movement concepts to compose and perform a partner/small-group 60-second movement sequence utilising locomotor and non-locomotor movement and transitioning movements incorporating the use of one or more basketballs.</p> <p>Technique: Performance</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> • observed by the teacher during class time 	Term 4 Weeks 9–10
Achievement standard	<p>By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing. Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.</p>		<p>By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing. Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.</p>		<p>By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing. Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.</p>		<p>By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing. Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.</p>	
Moderation	<p>Calibration:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>		<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>		<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>		<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	

Unit 5 — Deconstructing games	Unit 6 — Safeguarding your online world	Unit 7 — Finding my way home	Unit 8 — The power of peers
<p>Timing: Year 8 Duration: 6 weeks</p> <p>In this unit, students explore the nature and characteristics of relationships across a range of everyday and movement settings. They investigate the influence that actions and responses can have on interactions in a range of real-life and scenario-based peer, family, school, work or team-based contexts. Students use their understanding of the characteristics of respectful, positive and effective relationships to suggest ways of managing their own emotions to enhance interactions.</p> <p>Students explore the characteristics of effective leadership and collaboration and the role of each in supporting positive outcomes. They investigate how these characteristics displayed in movement settings can be translated into friendships and other relationships, and vice versa.</p> <p>Through a variety of constraints-led striking and fielding games, students take on a range of roles (e.g. participant, official, coach, sports journalist, sports commentator) to apply, reflect on and transfer movement concepts and evaluate the effectiveness of movement strategies on movement outcomes. They use feedback (e.g. peer, video, teacher) to adapt movement concepts to create, use and defend space and manipulate movement strategies to create scoring opportunities. Students work collaboratively to determine pre-, during- and post-game rituals that can be established to build a team.</p>	<p>Timing: Year 8 Duration: 10 weeks</p> <p>Online actions contribute to an individual’s digital brand, with the potential to have immediate and/or future implications for relationships, safety and overall health and wellbeing. An awareness of how to control information and images can positively influence young people’s online experiences.</p> <p>In this unit, students explore features that influence a company or organisation’s (including the school’s) brand, to identify actions that may influence a digital brand or reputation. They analyse the digital brand of some celebrities and/or sporting stars to identify the actions they have taken to represent themselves positively online, and identify actions they could take to positively influence their own digital brand. Students explore how platform features (e.g. reactions, comments, security settings) on social media can influence positive and negative online behaviours.</p> <p>Students analyse primary and secondary data to plan for improvements to online safety practices within their local community, e.g. classroom, peer group or school.</p>	<p>Timing: Year 8 Duration: 7 weeks</p> <p>Orienteering challenges individuals to interpret information and make decisions to effectively and efficiently navigate courses and build personal, social and physical skills.</p> <p>In this unit, students demonstrate the movement skills and strategies required to navigate and design a range of orienteering challenges. They work collaboratively to design orienteering challenges that involve participants using a compass, QR codes and/or geocaches. Students evaluate strategies used previously to apply the most effective strategies when completing new orienteering challenges developed by teachers and peers. They consider the safety elements required when participating in navigation challenges in natural and built environments.</p> <p>Following participation in each course, students reflect on their leadership skills and ability to work collaboratively to participate in and design orienteering challenges for their peers.</p>	<p>Timing: Year 8 Duration: 10 weeks</p> <p>Some popular media represent adolescents as reckless risk takers. While there is some evidence to support this age-old stereotype, what the stereotype fails to explain is the role that risk taking plays in adolescence. Young people have a continual desire to fit in; and that desire can affect healthy and safe decision making.</p> <p>In this unit, students investigate adolescent stereotypes and risk-taking behaviours, including alcohol and e-cigarette use, conveyed through popular media. They analyse personal and contextual factors that influence risk taking in young people and consider the interplay between individual, relationship, community and societal factors. Students investigate how sensationalising reckless adolescent behaviour through the media fails to address the significant determining factors for risk taking, e.g. physical brain development, desire to fit in socially.</p> <p>Students investigate the role of peers as a resource for making healthy and safe decisions as they explore ways to challenge media representations of young people, to maintain or strengthen social norms for their peer group. Independently and in pairs or small groups, students examine protective behaviours and/or help-seeking strategies young people may apply when addressing risk. They explain how behaviours and/or strategies could be popularised through media to enhance or maintain their own and their peers’ health and safety.</p>

	Unit 5 — Deconstructing games	Unit 6 — Safeguarding your online world	Unit 7 — Finding my way home	Unit 8 — The power of peers
	<p>Assessment 5 — Adapting to the game</p> <p>Term/week</p>	<p>Assessment 7 — Shaping a positive digital footprint</p> <p>Term/week</p>	<p>Assessment 8 — Navigating challenge</p> <p>Term/week</p>	<p>Assessment 10 — Positive peer power</p> <p>Term/week</p>
Assessment	<p>Description: Students adapt movement concepts and transfer and manipulate movement strategies in a range of constraints-led striking and fielding games.</p> <p>Technique: Performance</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> observed by the teacher during class time 	<p>Description: Students analyse factors that influence Year 7 students’ online behaviours to propose a strategy to maintain or strengthen online safety practices in their school community. They justify how effectively the proposal enables access to resources to positively influence digital and social practices.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> 2–3 minutes 	<p>Description: Students demonstrate competitive orienteering skills and apply appropriate movement strategies required to navigate teacher-designed orienteering courses.</p> <p>Technique: Performance</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> observed by the teacher during class time 	<p>Description: Students analyse personal and contextual factors that influence risk taking for their peer group to propose a strategy that promotes positive risk taking in their local community. They justify how the strategy could be popularised through media to strengthen or maintain social norms and positively influence their own and others’ health and safety.</p> <p>Technique: Investigation</p> <p>Mode: Written</p> <p>Conditions:</p> <ul style="list-style-type: none"> 400–600 words

Unit 5 — Deconstructing games		Unit 6 — Safeguarding your online world		Unit 7 — Finding my way home		Unit 8 — The power of peers	
	<p>Assessment 6 — Adapting to the game (evaluation)</p> <p>Term/week</p>			<p>Assessment 9 — Navigating challenge (evaluation)</p> <p>Term/week</p>			
	<p>Description: Students adapt movement concepts and transfer and manipulate movement strategies in a range of constraints-led striking and fielding games.</p> <p>In an interview with the teacher, they reflect on how effectively they and their team worked interdependently to apply the movement concepts and movement strategies and the effect this had on movement outcomes.</p> <p>Technique: Project</p> <p>Mode: Spoken/signed</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 2–3 minutes, comprising of short response items 30–45 seconds per item 	Term 1 Weeks 5–6		<p>Description: Students reflect on the movement strategies applied to navigate the teacher-designed orienteering courses. In a video journal, comprising one short recorded journal per orienteering course, they evaluate the effectiveness of implemented movement strategies on movement outcomes.</p> <p>Technique: Project</p> <p>Mode: Spoken/signed</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 2–3 minutes, comprising of short response items 30–45 seconds per item 	Term 3 Week 7		
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	Moderation	<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Calibration:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>	<p>Consensus:</p> <p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>

Unit 9 — Analysing performance			
Timing: Year 8 Duration: 7 weeks			
<p>An understanding and application of movement concepts is fundamental to the creation of efficient and effective movement. In this unit, students explore the concept of effort to demonstrate and explain how force can be manipulated in a variety of target games.</p> <p>Students perform movement skills and sequences in a range of target games (e.g. frisbee golf, darts, bocce) and use movement analysis software to gather feedback to improve movement outcomes. They apply an understanding of the biomechanical principles of balance and stability and summation of force to explain how they affect the motion of a thrown object. Students use critical thinking skills to test, adapt and evaluate movement concepts through a number of set tasks and generate evidence to support their analysis.</p>			

Unit 9 — Analysing performance				
Assessment 11 — Manipulating motion		Term/week		
Assessment	<p>Description: Students analyse a target activity movement sequence to explain how manipulated factors affect the motion of a thrown object. They use feedback to adapt movement sequences to enhance movement outcomes.</p> <p>Technique: Project</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> • 2–3 minutes, comprising short response items 30–45 seconds per item 	Term 4 Week 7		
	Achievement standard	<p>By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing. Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.</p>		

Unit 9 — Analysing performance																			
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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	Unit 8	Unit 9	Movement and physical activity	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Identities and change analyse and reflect on the influence of values and beliefs on the development of identities AC9HP8P01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Moving our bodies analyse, refine and transfer movement skills in a variety of movement situations AC9HP8M01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes AC9HP8P02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	design and demonstrate how movement strategies can be manipulated to improve movement outcomes AC9HP8M02	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
examine how roles, decision-making, and levels of power, coercion and control within relationships can be influenced by gender AC9HP8P03	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	demonstrate and explain how movement concepts related to effort, space, time, objects and people can be manipulated to improve movement outcomes AC9HP8M03	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interacting with others examine the roles of respect, empathy, power and coercion in developing respectful relationships AC9HP8P04	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Making active choices participate in physical activities designed to improve fitness and wellbeing to investigate the impact of regular participation on health, fitness and wellbeing AC9HP8M04	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities AC9HP8P05	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	participate in physical activities that utilise community spaces and outdoor settings, and evaluate strategies to support increased use of these spaces AC9HP8M05	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
analyse factors that influence emotional responses and devise strategies to self-manage emotions AC9HP8P06	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	design and justify strategies to increase physical activity levels to achieve health and wellbeing outcomes AC9HP8M06	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
explain and apply skills and strategies to communicate assertively and respectfully when seeking, giving or denying consent AC9HP8P07	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning through movement propose and evaluate movement strategies and skills that would be most effective in different movement situations AC9HP8M07	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Content descriptions																				
Personal, social and community health	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Movement and physical activity	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	
Making healthy and safe choices refine protective behaviours and evaluate community resources to seek help for themselves and others AC9HP8P08	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	investigate modifications to equipment, rules and scoring systems that support fair play and inclusive participation AC9HP8M08	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing AC9HP8P09	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	practise and apply leadership, collaboration and group decision-making processes when participating in a range of physical activities AC9HP8M09	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing AC9HP8P10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Focus areas	Years 7–8								
	1	2	3	4	5	6	7	8	9
Alcohol and other drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Food and nutrition	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health benefits of physical activity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health and wellbeing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Relationships and sexuality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Active play and minor games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge and adventure activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fundamental movement skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Games and sports	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lifelong physical activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhythmic and expressive activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General capabilities	Years 7–8								
Unit	1	2	3	4	5	6	7	8	9
Critical and creative thinking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Cross-curriculum priorities	Years 7–8								
Unit	1	2	3	4	5	6	7	8	9
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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