


Australian Curriculum: Health and Physical Education — Years 9 to 10

CURRICULUM	YEAR 9		YEAR 10	
	TERM 1/3	TERM 2/4	TERM 1/3	TERM 2/4
	Unit 1	Unit 2	Unit 3	Unit 4
Unit name	Respectful relationships/Invasion Games	Sustainable health/Fitness Interventions	Biomechanics/Volleyball	Cultural Influences in Sport/AFL
Unit description	<p>Theory: In this unit, 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.</p> <p>Practical: In this unit, students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in invasion games.</p>	<p>Theory: In this unit, 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 affect their ability to make good decisions and plan a response that promotes community health practices and addresses an identified sustainable health concern.</p> <p>Practical: In this unit, students work in a small group to develop a 5-minute fitness intervention that local community members could use to improve their health and wellbeing.</p>	<p>Theory: In this unit, students will develop a basic understanding of the ways in which human movement is analysed from a biomechanical perspective to help improve skill performance. Students will be able to understand the biomechanical principles of human movement, measure and analysis human movement and apply the principles to evaluate their own and others performances and make recommendations on how their performance can be improved with biomechanical concepts.</p> <p>Practical: In this unit, students will learn proper techniques and rules. Students will be using the biomechanical principles taught to improve their technique. This will also help them to apply decision-making skills on which shot they should perform to achieve their desired outcome.</p>	<p>Theory: In this unit students examine the role that sport has had on influencing various cultures and the impact that culture has had on establishing a sporting identity in Australia. They will critique behaviours and contextual factors that influence participation in physical activity and changing cultural identity.</p> <p>Practical: In this unit, students will demonstrate leadership, fair play and cooperation. They will transfer understanding from previous movement experiences and create solutions to movement challenges when playing AFL.</p>

ASSESSMENT			YEAR 9		YEAR 10	
			Term 1/3	Term 2/4	Term 1/3	Term 2/4
			Summative assessment task 1	Summative assessment task 2	Summative assessment task 3	Summative assessment task 4
Range and balance of summative assessment conventions	Technique	Practical	Practical	Practical	Practical	
		Theory		Project	Investigation	
	Type of text	Practical	N/A	N/A	N/A	
		Theory		Informative	Persuasive	
	Mode	Practical	Practical	Practical	Practical	
		Theory		Multimodal	Written	
	Conditions	Practical	1-2 minutes	1-2 minutes	1-2 minutes	
		Theory		3-4 minutes	600-800 words	
Aspects of the achievement standard						
critically analyse contextual factors that influence identities, relationships, decisions and behaviours						
analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing						
evaluate the outcomes of emotional responses to different situations						
access, synthesise and apply health information from credible sources to propose and justify responses to health situations						
propose and evaluate interventions to improve fitness and physical activity levels in their communities						
examine the role physical activity has played historically in defining cultures and cultural identities						



demonstrate leadership, fair play and cooperation across a range of movement and health contexts				
apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing				
apply and transfer movement concepts and strategies to new and challenging movement situations				
apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances				
work collaboratively to design and apply solutions to movement challenges				

 Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

