

# Year 10 Health and Physical Education

## Achievement

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, fair play 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 judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

## Assessment Criteria

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- Personal, Social and Community Health:  
*Being healthy, safe and active; Communicating and interacting for health and wellbeing; Contributing to healthy and active communities*
- Movement and Physical Activity:  
*Moving our body, Understanding movement; Learning through movement.*

## Delivery (mode, time requirements, lessons)

Students have access to a 60 minute scheduled lesson and a 60-minute tutorial each week. Lessons are delivered via Blackboard Collaborate and teleconferencing. Students are also expected to undertake independent study on their program to complete lessons, tasks and assessment in accordance with the Work Rate Calendar.

## Student Requirements

Computer, access to internet, email, printer, scanner, stationery.

## Year 10 Health and Physical Education (Semester 1)

		<b>Units and Learning Experiences, Summative Assessment, Approximate timing/due date of Summative assessment</b>
<b>Semester 1 or 2</b>	<b>Term 1 or 3</b>	<p><b>Unit 1: Risky Business</b> Students explore risk taking behaviours, and the leading causes of traumatic spinal cord injuries on the physical, mental, emotional, social and financial aspects of an individual's life. Students investigate road and water safety, dealing with peer pressure, making positive lifestyle choices, and develop disability awareness. They will examine current health campaigns that address the issue, and plan recommendations for future action.</p>
		<p><b>Summative assessment:</b> Task – Investigation – Research Report</p>
	<b>Term 2 or 4</b>	<p><b>Unit 2: Mental Health</b> Students identify factors that contribute to our mental health, as well as exploring the causes and risk factors for mental illness. They will explore how society views mental health and mental illness and the stigma attached to these conditions. They will investigate appropriate coping strategies that could be used to maintain and/or improve mental health, whilst evaluating what support mechanisms and agencies are available to young people.</p>
		<p><b>Summative assessment:</b> Task – Multiple choice, short and extended response exam</p>

**Disclaimer** All of the above information is accurate at the time of development