

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)

The Year 10 HPE course runs for a Semester facilitating two units across the two terms (9 weeks per unit). Students have access to live lessons each week. Lessons are delivered via our Learning Management System. Students are 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, digital camera, pencil, eraser, highlighter.

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Units and Learning Experiences, Summative Assessment, Criteria Assessed, Approximate timing/due date of Summative Assessment		
Semester 1 or 2	Term 1 or 3	Unit 1
		<p>Unit 1: Risky Business</p> <ul style="list-style-type: none"> • Students access credible information to identify myths and misconceptions about alcohol and other drugs. They investigate binge drinking and explore the impact of risk-taking behaviours on health • Students examine strategies to minimise risks, respond to emergency situations and make safe and healthy decisions under pressure in social situations. They analyse the responsibilities involved with party planning and identify ways they can prevent antisocial behaviour when socialising • Students critique public health campaigns focused on alcohol, drugs and antisocial behaviours then develop and implement a related health message to demonstrate leadership in their school community
	<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Task – Research Assignment 	
	Term 2 or 4	Unit 2
<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Task – Supervised Exam 		

Disclaimer All of the above information is accurate at the time of publication.