



## 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 recording device, pencil, eraser, highlighter.

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### Units, Learning Experiences, Summative Assessment

| Semester 1 or 2   |   |  |
|---|---|--|
| Unit 1<br>8/9 weeks   | Unit 2<br>8/9 weeks   | Unit 3<br>17 weeks   |
| <p><b>Unit 1: Enhancing health literacy</b></p> <p>Students critique media messaging, health information and/or health services from credible sources on substance use issues relevant to young people, for example: vaping, alcohol or marijuana. They synthesise information to propose and justify strategies to enhance their own and others health and safety.</p> <p>In online and offline situations in which young people's health and safety may be at risk, students propose, justify and evaluate strategies such as help-seeking, assertive behaviours, conflict resolution and negotiation to determine how they enhance young people's health and safety.</p> | <p><b>Unit 2: Managing a changing personal world</b></p> <p>Students analyse factors that shape their identity, including values, beliefs, emotions and responses to change. They further develop their skills and strategies to manage relationships and reflect on how relationships change over time. Through real-world examples and scenarios, students evaluate how the nature and quality of relationships are influenced by attitudes and beliefs about equality, respect, diversity and inclusion.</p> | <p><b>Unit 3: Mastering movement through activities</b></p> <p>Students evaluate and refine their own and others' movement skills and apply movement concepts, including effort, space and body awareness, and relationships to people and objects in challenge and adventure games or rhythmic and expressive activities. They collaborate to provide and use feedback to refine their own and others' movement skills and performances in challenging or unfamiliar situations to achieve successful outcomes. Students apply leadership approaches and ethical behaviours across a range of movement contexts. Through movement situations, they evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.</p> |
| <p><b>Summative assessment:</b></p> <p>Assignment</p>   | <p><b>Summative assessment:</b></p> <p>Guided inquiry</p>   | <p><b>Summative assessment:</b></p> <p>Multimodal and short responses</p>  |

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