**Health**

**Physical Education**

2017 Subject Outline

Year 10

NORTHERN TERRITORY BOARD OF STUDIES

**Endorsement**

This subject outline was endorsed by the Northern Territory Board of Studies (NTBOS) in August 2016.

**Acknowledgement**

Thank you to the teachers participating in the working group who consulted over an extended period of time to create this curriculum document.

*This version of the Subject Outline is approved for teaching at Year 10 from 2017.*

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Introduction

Subject description

In Health and Physical Education (HPE), students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills.

Health and Pysical Education and senior secondary pathways

Students will undertake a course which caters for their learning area development from the Year 10 [Australian Curriculum: Health and Physical Education](http://australian-curriculum.org/). The Year 10 course will provide the background knowledge, skills and understandings to enable students to successfully proceed to appropriate Stage 1 NTCET subjects.

**Year 10 HPE to NTCET Progression**

|  |  |  |
| --- | --- | --- |
| NTBOS  Year 10 | NTCET  Year 11 – Stage 1 | NTCET  Year 12 – Stage 2 |
| Health    Physical Education | Child Studies  Food and Hospitality  Health  Outdoor Education  Physical Education | Child Studies  Food and Hospitality  Health  Outdoor Education  Physical Education |

Learning area

Health and Physical Education

Length

80 hours per year

Background

The Australian Curriculum states that:

*“Teachers use the Australian Curriculum content and achievement standards first to identify current levels of learning and achievement and then to select the most appropriate content (possibly from across several year levels) to teach individual students and/or groups of students. This takes into account that in each class there may be students with a range of prior achievement (below, at, and above the year level expectations) and that teachers plan to build on current learning” (Australian Curriculum and Assessment Authority, 2017).*

These principles underpin the design and structure of the Northern Territory Year 10 HPE subject. Students will also be provided with skills and pathways for the successful completion of the Northern Territory Certificate of Education and Training (NTCET) Stage 1 and 2 requirements.

Purpose

This document provides a strategy for aligning the learning requirements of the Australian Curriculum and the assessment requirements of the NTCET. The Australian Curriculum provides the content descriptions and achievement standards for Year 10 HPE. The NTCET, through assessment design criteria and performance standards provides a common standard for student achievement at Stage 1 and 2 (NTCET, 2017).

Capabilities

*Literacy*

Health and Physical Education assists in the development of literacy by introducing specific terminology used in health and physical activity contexts. Students understand the language used to communicate and connect respectfully with other people, describe their own health status, as well as products, information and services. They also develop skills that empower them to be critical consumers able to access, interpret, analyse, challenge and evaluate the ever-expanding and changing knowledge base and influences in the fields of health and physical education. In physical activity settings, as consumers, performers and spectators, students develop an understanding of the language of movement and movement sciences. This is essential in analysing their own and others’ movement and levels of fitness.

Students also learn to comprehend and compose texts related to the Australian Curriculum: Health and Physical Education. This includes learning to communicate effectively for a variety of purposes to different audiences, express their own ideas and opinions, evaluate the viewpoints of others, ask for help and express their emotions appropriately in a range of social and physical activity contexts.

*Numeracy*

Students have many opportunities to use calculation, estimation and measurement to collect and make sense of information related to, for example, nutrition and fitness, navigation in the outdoors or various skill performances. Students use spatial reasoning in movement activities and in developing concepts and strategies for individual and team sports or recreational pursuits. Students interpret and analyse health and physical activity information using statistical reasoning, identifying patterns and relationships in data to consider trends, draw conclusions, make predictions and inform health behaviour and practices.

*Information and Communication Technology (ICT) Capability*

The Australian Curriculum: Health and Physical Education enhances ICT learning by helping students to effectively and safely access online health and physical activity information and services to manage their own health and wellbeing. Students further develop their understanding of the role ICT plays in the lives and relationships of children and young people. They explore the nature of ICT and the implications for establishing and managing relationships in the twenty-first century. Students develop an understanding of ethical online behaviour, including protocols and practices for using ICT for respectful communication. Students use ICT as key tools for communicating, collaborating, creating content, seeking help, accessing information and analysing performance in the health and physical education field. Students become confident and critical consumers of a multitude of wellbeing apps that can assist them to seek help, relax, be mindful, report bullying, and so on.

They use a range of ICT to analyse, measure and enhance movement performances and to access and critically evaluate health information, products and services. They also use ICT to develop personalised plans for nutrition, physical activity participation and wellbeing.

*Critical and Creative Thinking*

Students develop their ability to think logically, critically and creatively in response to a range of health and physical education issues, ideas and challenges. They learn how to critically evaluate evidence related to the learning area and the broad range of associated media and other messages to creatively generate and explore original alternatives and possibilities. In the HPE curriculum, students’ critical and creative thinking skills are developed through learning experiences that encourage them to pose questions and seek solutions to health issues by exploring and designing appropriate strategies to promote and advocate personal, social and community health and wellbeing. Students also use critical thinking to examine their own beliefs and challenge societal factors that negatively influence their own and others’ identity, health and wellbeing.

Health and Physical Education also provides learning opportunities that support creative thinking through dance making, games creation and technique refinement. Students develop understanding of the processes associated with creating movement and reflect on their body’s responses and their feelings about these movement experiences. Including a critical inquiry approach is one of the five propositions that have shaped the HPE curriculum.

*Personal and Social Capability*

Students work independently and collaboratively in movement- and non–movement-based activities to develop personal and social skills as well as an awareness and appreciation of their own and others’ strengths and abilities. Taking a strengths-based approach is one of five propositions that have shaped the entire health and physical education curriculum. Students develop a range of interpersonal skills such as communication, negotiation, teamwork and leadership, and an appreciation of diverse perspectives.

The Australian Curriculum: Health and Physical Education provides explicit opportunities for students to explore their own identities and develop an understanding of factors that influence and shape who they are. They learn how to recognise, understand, validate and respond appropriately to their own and others’ emotions, strengths and values.

In the Australian Curriculum: Health and Physical Education, students are provided with explicit opportunities to learn, practise, gain feedback about and refine their personal and social skills. Students develop the knowledge, understanding and skills to set and monitor personal and academic goals, effectively manage their time, and prioritise tasks and responsibilities to balance their school, home, work and social commitments.

*Ethical understanding*

The Australian Curriculum: Health and Physical Education focuses on the importance of treating others with respect, integrity, fairness and compassion, and valuing diversity and equality for all. Students examine ethical principles and codes of practice appropriate to different contexts, such as at school, at home, in the community, in relationships, on the sporting field, in the natural environment and when using digital technologies such as social media. As students explore concepts and consequences of fair play, equitable participation, empathy and respect in relationships, they develop skills to make ethical decisions and understand the consequences of their actions. They also develop the capacity to apply these skills in everyday situations and movement-based contexts.

*Intercultural understanding*

The Australian Curriculum: Health and Physical Education focuses on the importance of treating others with respect, integrity, fairness and compassion, and valuing diversity and equality for all. Students examine ethical principles and codes of practice appropriate to different contexts, such as at school, at home, in the community, in relationships, on the sporting field, in the natural environment and when using digital technologies such as social media. As students explore concepts and consequences of fair play, equitable participation, empathy and respect in relationships, they develop skills to make ethical decisions and understand the consequences of their actions. They also develop the capacity to apply these skills in everyday situations and movement based contexts.

Health and safety

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students and that school practices meet the requirements of the Work Health and Safety Act 2012.

*Northern Territory Department of Education Policy and Guidelines*

* Excursion policy and guidelines document located [here](http://ed.ntschools.net/documentcentre/Pages/azlist.aspx?letter=e&doctype1=Policy&doctype3=Guideline).
* Physical activity requirements for schools located [here](https://education.nt.gov.au/education/policies/physical-activity-requirements-for-school-students).
* [Safety](https://education.nt.gov.au/policies/safety-in-school-sport) in School Sport policy document located [here](https://education.nt.gov.au/education/policies/safety-in-school-sport).
* Swimming and Water Safety documents are located [here](https://education.nt.gov.au/education/policies/swimming-and-water-safety).

Learning scope and requirements

Overview

Health and Physical Education provides rich opportunities for applying, integrating and extending learning from a range of contexts. This learning enables students to transfer knowledge and understanding and make and apply decisions in a range of health and movement-related experiences. It is important that students see connections to other learning areas within the curriculum.

Focus areas

The 10 focus areas for years 9 and 10 provide the breadth of learning that must be taught for students to acquire and demonstrate the knowledge, understanding and skills described in the achievement standard for each band of learning. Descriptions of each of the focus areas and the learning expected in each can be accessed through hyperlinks from the list below.

Focus areas to be addressed in Years 9 and 10 include:

[Alcohol and other drugs (AD)](http://australian-curriculum.org/health-and-physical-education/structure)

[Food and nutrition (FN)](http://australian-curriculum.org/health-and-physical-education/structure)

[Health benefits of physical activity (HBPA)](http://australian-curriculum.org/health-and-physical-education/structure)

[Mental health and wellbeing (MH)](http://australian-curriculum.org/health-and-physical-education/structure)

[Relationships and sexuality (RS)](http://australian-curriculum.org/health-and-physical-education/structure)

[Safety (S)](http://australian-curriculum.org/health-and-physical-education/structure)

[Challenge and adventure activities (CA)](http://australian-curriculum.org/health-and-physical-education/structure)

[Games (Year 9) and sports (Year 10) (GS)](http://australian-curriculum.org/health-and-physical-education/structure)

[Lifelong physical activities (LLPA)](http://australian-curriculum.org/health-and-physical-education/structure)

[Rhythmic and expressive activities (RE)](http://australian-curriculum.org/health-and-physical-education/structure)

Years 9 and 10 content descriptions

**Personal, Social and Community Health**

*Being healthy, safe and active*

1. Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)
2. Examine the impact of changes and transitions on relationships (ACPPS090)
3. Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at short or long term risk (ACPPS091)
4. Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)

*Communicating and interacting for health and wellbeing*

1. Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)
2. Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)
3. Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)

*Contributing to healthy and active communities*

1. Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)
2. Plan and evaluate new and creative interventions that promote their own and others’ connection to community and natural and built environments (ACPPS097)
3. Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)

**Movement and Physical Activity**

*Moving our body*

1. Provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations (ACPMP099)
2. Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPMP101)

*Understanding movement*

1. Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels (ACPMP102)
2. Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences (ACPMP103)
3. Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104)

*Learning through movement*

1. Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105)
2. Transfer understanding from previous movement experiences to create solutions to movement challenges (ACPMP106)
3. Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities (ACPMP107)

Years 9 and 10 achievement standard

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 judgements about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges. [Australian Curriculum]

Assessment scope and requirements

Evidence of learning

The following assessment types allow the students to demonstrate their learning in Year 10 Health and Physical Education:

* Assessment type 1: Group activity
* Assessment type 2: Issues response / Investigation
* Assessment type 3: Practical
* Assessment type 4: Integrated task ⏐ Supervised task

Assessment design criteria

The assessment design criteria are based on the learning requirements and are used by teachers to:

* clarify for the student what he or she needs to learn
* design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

* students should demonstrate in their learning
* teachers look for as evidence that students have met the learning requirements.

For this subject, the assessment design criteria are:

* knowledge and understanding
* practical skills application
* initiative and collaboration
* analysis and reflection.

The specific features of these criteria are described on the next page.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

|  |  |  |  |
| --- | --- | --- | --- |
| Knowledge and Understanding | Practical Skills Application | Initiative and Collaboration | Analysis and Evaluation |
| KU1 Access, evaluate and apply specific information to propose, justify responses to a range of situations  KU2 Demonstrate an understanding of the role of physical activity in society | PSA1 Demonstrate decision making and problem solving to enhance health, safety and wellbeing  PSA2 Demonstrate ability to transfer movement concepts and strategies to new and challenging situations  PSA3 Apply, evaluate and refine elements of movement including specialized skills  PSA4 Propose / evaluate interventions to improve fitness and physical activity achievement in communities | IC1 Demonstrate leadership, fair play and collaboration in a variety of contexts  IC2 Work collaboratively to plan and apply solutions to challenges | AE1 Critically analyse factors that influence identities and their effects on behaviours  AE2 Analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing  AE3 Evaluate the outcomes of emotional responses in different contexts |

Year 10 Health and Physical Education overview

|  |  |  |  |
| --- | --- | --- | --- |
| NTBOS Year 10 subject | Content Strands and Descriptions | Assessment Types, tasks and Weighting | Performance Standards for Assessments |
| Health  Weighting 50% | Personal, Social and Community Health  1 – 10 | For an 80 hour course five to six tasks are required:  Assessment Type 1:   * Group activity 🢩 Health * one task required   Assessment Type 2:   * Issues response 🢩 Health   OR   * Investigation 🢩 Physical Education * one task required   Assessment Type 3:   * Practical 🢩 Physical Education * two tasks required * Practical 🢩 Health * optional third task may be completed   Assessment Type 4:   * Integrated task or Supervised task 🢩 Physical Education * one task required | Knowledge and Understanding  KU 1-2  Practical Skills Application  PSA 1-4  Initiative and Collaboration  IC 1-2  Analysis and Evaluation  AE 1-3 |
| Physical Education  Weighting 50% | Movement and Physical Activity  1 – 8 |

Written responses no more than 750 words - oral response no more than 5 minutes - equivalent in multimodal format.

School assessment

Assessment Type 1: Group Activity - Health

*Strand: Personal, Social and Community Health*

Students undertake at least one group activity for a yearlong course.

They plan and participate in a group activity and provide a personal reflection on the activity. Students work in groups to plan, organise, and implement action on a local or community health issue. All members of the group must have opportunities to share responsibilities in decision-making and to respond constructively. The group activity should allow each student to demonstrate his or her ability to participate effectively as a team member to implement decisions. The group activity may be carried out during class time or over a more extended period. It may be carried out within the school or in the wider community.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

* practical skills application
* analysis and evaluation
* initiative and collaboration.

Assessment Type 2: Issues Response – Health ⏐ Investigation – Physical Education

*Strand: Personal, Social and Community Health*

OR

*Strand: Movement and Physical Activity*

Students undertake at least one issues response or investigation.

Students respond to, or investigate, a current issue. Students use a variety of sources to find relevant information, respond to and analyse issues that are relevant to local, regional, national, or global communities. They draw meaningful conclusions, and present possible solutions.

The issues response or investigation may be presented in written, oral, or multimodal form, and could include: the use of surveys or visual materials; an interview with a person from the community or a person with industry experience; the selection of relevant materials from publications, electronic sources, and/or community agencies; analysis of relevant media articles; and a record of progress.

*Personal, Social and Community Health*

Issues response

Topics should relate to at least TWO of the following Focus Areas:

• Alcohol and other drugs

• Food and nutrition

• Relationships and sexuality

• Health based physical activity

• Mental health and wellbeing.

*Movement and Physical Activity*

Investigation

Topics include, but are not limited to, the following Focus Areas:

• Safety

• Challenge and adventure activities

• (Games and) sports.

For this assessment task, students provide evidence of their learning primarily in relation to the following assessment design criteria:

• knowledge and understanding

• analysis and evaluation.

Assessment Type 3: Practical – Physical Education

*Strand: Movement and Physical Activity*

Students undertake at least two practicals for a yearlong course.

Teachers structure practical activities to cater for the different skills, interests and needs of students and the school community. Practical activities give students the opportunity to provide evidence of their learning in practical skills, initiative, leadership, and collaboration.

In each practical activity, students review their techniques, implement and effectively apply strategies to perform a wide range of skills and techniques, and interpret rules and guidelines, knowledge and strategies.

Students provide evidence of their learning in relation to the following assessment design criteria:

• Practical Skills Application

• Initiative and Collaboration.

*NOTE – for the strand: Personal, Social and Community Health – there is an option for an additional practical in areas such as nutrition and First Aid.*

*Students provide evidence of their learning in relation to the following assessment design criteria:*

* *Knowledge and Understanding*
* *Practical Skills Application*

Assessment Type 4: Integrated task and or Supervised task – Physical Education

*Strand: Movement and Physical Activity*

Integrated task

Students may undertake one integrated task in which key theoretical concepts are related to practical performance.

For this assessment task, students provide evidence of their learning primarily in relation to the following assessment design criteria:

• knowledge and understanding

• practical skills application

• analysis and evaluation.

AND / OR *continued over page*…

*Assessment type 4 continued*

Supervised Task

Students may undertake one task, under the supervision of the teacher. The task covers the content of Movement and Physical Activity Strand and may be for example:

• a test (which may include short-answer and extended-response questions)

• an interpretation, manipulation and analysis of data

Students provide evidence of their learning in relation to the following assessment design criteria:

• knowledge and understanding

• initiative and collaboration

• analysis and evaluation.

Maximum length for assessment tasks

It is recommended that written tasks be no more than 750 words maximum and oral presentations be no more than 5 minutes, or the equivalent in multimodal form. This is aligned to the SACE Stage 1 Health and Physical Education assessment guidelines. There are no minimum requirements, however if a student writes or speaks too briefly it will be difficult to find sufficient evidence against the Performance Standards to achieve a C grade or higher.

Performance standards

The performance standards describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills and understanding that teachers refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* taking into account the weighting given to each assessment type
* assigning a subject grade between A and E.

PERFORMANCE STANDARDS FOR NTBOS YEAR 10 HEALTH AND PHYSICAL EDUCATION

|  | **Knowledge and Understanding** | **Practical Skills Application** | **Initiative and Collaboration** | **Analysis and Evaluation** |
| --- | --- | --- | --- | --- |
| **A** | Clear and accurate access, synthesis and application of information to propose and justify responses to a range of situations  In-depth understanding of the role of physical activity in society | Highly informed and proficient decision making and problem solving to enhance health, safety and wellbeing  Highly proficient transfer of movement concepts and strategies to new and challenging situations  Accurate application, evaluation and refinement elements of movements performance including specialised skills  Highly effective proposal and/or evaluation of interventions to improve fitness and physical activity achievement in communities | Highly confident and effective demonstration of leadership and fair play in a variety of contexts  Highly effective collaboration to plan and apply solutions to challenges | Highly discerning evaluation of factors that influence identities and their effects on behaviour  insightful critical analysis of the impact attitudes and beliefs about diversity have on community connection and wellbeing  Perceptive evaluation of the outcomes of emotional responses in different contexts |
| **B** | Soundaccess, synthesis and application of information to propose and justify responses to a range of situations  Well considered understanding of the role of physical activity in society | Proficient decision making and problem solving to enhance health, safety and wellbeing  Proficient transfer of movement concepts and strategies to new and challenging situations  Mostly accurate application, evaluation and refinement elements of movements performance including specialised skills  Logical and accurate proposal and/or evaluation of interventions to improve fitness and physical activity achievement in communities | Confident and effective demonstration of leadership and fair play in a variety of contexts  Well-considered collaboration to plan and apply solutions to challenges | Critical analysis of factors that influence identities and their effects on behaviour  Detailed critical analysis of the impact attitudes and beliefs about diversity have on community connection and wellbeing  Clear evaluation of the outcomes of emotional responses in different contexts |
| **C** | Competent access, synthesis and application of information to propose and justify responses to a range of situations  Considered understanding of the role of physical activity in society | Competent decision making and problem solving to enhance health, safety and wellbeing  Competent transfer of movement concepts and strategies to new and challenging situations  Basic application, of criteria of movement skills and performance  Basic proposal and/or evaluation of interventions to improve fitness and physical activity achievement in communities | Generally effective demonstration of leadership and fair play in a variety of contexts  Competent collaboration to plan and apply solutions to challenges | Some critical analysis of factors that influence identities and their effects on behaviour  Some critical analysis of the impact attitudes and beliefs about diversity have on community connection and wellbeing  Generally clear evaluation of the outcomes of emotional responses in different contexts |
| **D** | Some access and application of information to propose and justify responses to a range of situations  Some recognition and understanding of the role of physical activity in society | Inconsistent decision making and problem solving to enhance health, safety and wellbeing  Minor transfer of movement concepts and strategies to new and challenging situations  Some application of criteria of movement skills and performance  Simple proposal and/or evaluation of interventions to improve fitness and physical activity achievement in communities | Generally effective demonstration of leadership and fair play in a variety of contexts  Occasional collaboration in challenges | Some analysis of factors that influence identities and their effects on behaviour  Basic description of the impact attitudes and beliefs about diversity have on community connection and wellbeing  Some consideration of the outcomes of emotional responses in different contexts |
| **E** | Limited access and application of information to propose and justify responses to a range of situations  Limited understanding of the role of physical activity in society | Limited decision making and problem solving to enhance health, safety and wellbeing  Emerging ability to transfer movement concepts and strategies to unfamiliar and complex situations  Limited application of criteria of movement skills and performance  Limited ability to propose and/or evaluate interventions to improve fitness and physical activity achievement in communities. | Generally effective demonstration of fair play in a variety of contexts  Emerging collaboration in challenges | Identification and some description of factors that influence behaviour  Recognition of the impact attitudes and beliefs have on community  Recognition of the outcomes of emotional responses in different contexts |

Support materials

Assessment Integrity

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the [SACE Policy Framework](https://www.sace.sa.edu.au/search?q=assessment%20integrity#gsc.tab=0&gsc.q=assessment%20integrity&gsc.page=1).

Student work samples and explanatory videos

*Australian Curriculum: HPE*

* [Health and Physical Education: An introduction for teachers](https://www.youtube.com/watch?v=g9ZF3ICZ6cw) Professor Doune Macdonald

*Years 9 and 10 Work Samples*

* [Years 9 and 10 Health and Physical Education portfolio – Satisfactory](http://resources.australiancurriculum.edu.au/work-portfolios/health-and-physical-education-satisfactory-years-9-and-10/)
* [Years 9 and 10 Health and Physical Education portfolio – Above Satisfactory](http://resources.australiancurriculum.edu.au/work-portfolios/health-and-physical-education-above-satisfactory-years-9-and-10/)
* [Years 9 and 10 Health and Physical Education portfolio – Below Satisfactory](http://resources.australiancurriculum.edu.au/work-portfolios/health-and-physical-education-below-satisfactory-years-9-and-10/)

*Resources for teachers*

* [Health and Physical Education Animation – tuning in to the essence of the learning area](https://www.youtube.com/watch?v=1WZrAXiIu6w)
* Sound bites HPE

References

Australian Curriculum and Assessment Authority. (2017, Jan 3). Implications for teaching, assessing and reporting. Retrieved from Australian Curriculum: http://www.australiancurriculum.edu.au

Australian Curriculum and Reporting Authority. (2017, Jan 3). Australian Curriculum. Retrieved from www.australiancurriculum.edu.au

NTCET. (2017, Jan 3). Department of Education. Retrieved from www.nt.gov.au