(no-code)

analyse, adapt and refine their own and others' movement skills in a range of challenging to enhance performance

•

Elaborations

• using knowledge of results feedback to support another student in refining a skill to perform with greater accuracy and control

• using to record their own and others' performance, and providing feedback on timing of movements in relation to teammates, opposition players, movement of the ball or other external stimuli

• adapting and responding to changes in equipment that increase the complexity of a movement task or■performance

• analysing their own and others' performances, such as at a swimming, cross-country or athletics carnival, and propose strategies for refining to improve performance

• providing constructive feedback on their own and others' group performance of a

Students learn to:

analyse, adapt and refine their own and others' movement skills in a range of challe

situations to enhance performance

(AC9HP10M01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Self-awareness

• Reflective practice

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Self-awareness

• Reflective practice

Self-management

• Perseverance and adaptability

Managing and operating

• Select and operate tools

Self-awareness

• Reflective practice

Self-management

• Perseverance and adaptability

Self-awareness

• Reflective practice

Self-management

• Perseverance and adaptability

Self-awareness

• Reflective practice

Self-management

• Perseverance and adaptability

Self-awareness

• Reflective practice

Self-management

• Perseverance and adaptability

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9ADA10D01

Resources

Work Samples

WS02 - Tactics

WS04 - Soccer analysis

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9HP10M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• plan a personal response to a range of contexts using feedback from previous experiences
• evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9HP10M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• plan a personal response to a range of contexts using feedback from previous experiences
• evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9HP10M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
• devise, evaluate and adapt strategies to engage with unexpected or challenging situations

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9HP10M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
• troubleshoot common problems and automate repetitive tasks
• select and operate advanced and emerging digital tools confidently
• troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9HP10M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• plan a personal response to a range of contexts using feedback from previous experiences
• evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9HP10M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
• devise, evaluate and adapt strategies to engage with unexpected or challenging situations

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9HP10M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• plan a personal response to a range of contexts using feedback from previous experiences
• evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9HP10M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
• devise, evaluate and adapt strategies to engage with unexpected or challenging situations

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9HP10M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

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• evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9HP10M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
• devise, evaluate and adapt strategies to engage with unexpected or challenging situations

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9HP10M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• plan a personal response to a range of contexts using feedback from previous experiences

• evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9HP10M01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

• devise, evaluate and adapt strategies to engage with unexpected or challenging situations

Resource – Health and Physical Education focus areas

Health and Physical Education

Focus areas

The focus areas provide the breadth of learning across Foundation to Year 10 that students require to demonstrate the knowledge, understanding and skills described in the achievement standard for each band of learning.

Introduction

The content descriptions in the Australian Curriculum: Health and Physical Education must be taught through 12 focus areas:

• Alcohol and other drugs
• Food and nutrition
• Health benefits of physical activity
• Mental health and wellbeing
• Relationships and sexuality
• Safety
• Active play and minor games
• Challenges and adventure activities
• Fundamental movement skills
• Games and sports
• Lifelong physical activities
• Rhythmic and expressive activities

The focus areas provide the breadth of learning across Foundation to Year 10 that students require to demonstrate the knowledge, understanding and skills described in the achievement standard for each band of learning.

The band level descriptions provide guidance about how each focus area can be addressed in the band.

Content elaborations provide further detail about how and when elements of the focus areas can be addressed in bands of learning.

Decisions about the specific timing of individual aspects of each focus area being taught are the responsibility of schools and teachers. Planning decisions should consider local needs, available resources, students' readiness and community priorities.

Download

Resource – WS02 - Tactics

By the end of Year 10, students propose and evaluate personal strategies to manage their identities, emotions and responses to change. They evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. Students propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk. They synthesise health information from credible

sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing. Students evaluate and refine their own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations. They adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes. Students propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others. They apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts.

AC9HP10M01

analyse, adapt and refine their own and others' movement skills in a range of challenging movement situations to enhance performance

AC9HP10M03

apply movement concepts in new or challenging movement situations and analyse the impact each concept has on movement outcomes

AC9HP10M07

transfer and adapt skills and strategies from previous experiences to create successful outcomes in unfamiliar movement situations

Resource – WS04 - Soccer analysis

By the end of Year 10, students propose and evaluate personal strategies to manage their identities, emotions and responses to change. They evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. Students propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk. They synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing. Students evaluate and refine their own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations. They adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes. Students propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others. They apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts.

AC9HP10M01

analyse, adapt and refine their own and others' movement skills in a range of challenging movement situations to enhance performance

AC9HP10M02

create and refine movement strategies to achieve successful outcomes across a range of challenging movement situations

AC9HP10M03

apply movement concepts in new or challenging movement situations and analyse the impact each concept has on movement outcomes

AC9HP10M02

create and refine to achieve successful outcomes across a range of challenging

•

Elaborations

• reviewing,■proposing■and implementing alternative responses to based on the outcome of previous performances
• performing specialised movement skills in situations where the rules or conditions have been modified to vary■complexity
• adapting and refining to enhance movement outcomes when using different types of equipment
• evaluating the effectiveness of a range of strategies in game situations using a personally developed set of criteria and suggesting how to adapt to improve performance
Students learn to:

create and refine movement strategies to achieve successful outcomes across a ra[n]
movement situations

(AC9HP10M02)
General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Create possibilities

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Generating

• Put ideas into action

Reflecting

• Transfer knowledge

Reflecting

• Transfer knowledge

Reflecting

• Transfer knowledge

Analysing

• Evaluate actions and outcomes

Resources

Work Samples

WS04 - Soccer analysis

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9HP10M02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9HP10M02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
• put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HP10M02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• transfer knowledge and skills gained in previous experiences to both similar and different

contexts, and explain reasons for decisions and choices made
• identify, plan and justify opportunities to transfer knowledge into new contexts

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HP10M02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• transfer knowledge and skills gained in previous experiences to both similar and different
contexts, and explain reasons for decisions and choices made
• identify, plan and justify opportunities to transfer knowledge into new contexts

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HP10M02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• transfer knowledge and skills gained in previous experiences to both similar and different
contexts, and explain reasons for decisions and choices made
• identify, plan and justify opportunities to transfer knowledge into new contexts

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9HP10M02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• evaluate the effectiveness of a course of action or the outcome of a task and account for expected
and unexpected results, including using a given or co-developed set of criteria to support decisions
• evaluate the effectiveness of a course of action to achieve desired outcomes and suggest
improvements, including using a personally developed set of criteria to support judgements and
decisions

AC9HP10M03

apply in new or challenging and analyse the impact each concept has on movement outcomes
•
•

Elaborations

• experimenting with the manipulation of force and speed applied to an object to examine the
difference created in movement■paths, such as topspin forehands and outswing bowling
• analysing a range of ways the body can absorb■force■and evaluating which are most effective in
preventing potential injury across a range of game situations
• creating and evaluating a group performance that demonstrates synchronous and individual movements
• analysing and describing how individual or team performance has improved through modifications to
the use of space■and time
Students learn to:

apply movement concepts in new or challenging movement situations and analyse
concept has on movement outcomes

(AC9HP10M03)
General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum
priorities.

Analysing

• Evaluate actions and outcomes

Generating

• Consider alternatives

Self-management

• Goal setting

• Perseverance and adaptability

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Generating

• Consider alternatives

Generating

• Create possibilities

Generating

• Create possibilities

Related content

This content description can be taught with the following content descriptions from other learning areas.

Resources

Work Samples

WS02 - Tactics

WS04 - Soccer analysis

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9HP10M03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions

• evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9HP10M03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9HP10M03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• use and refine strategies that contribute to regulating behaviour and achieving learning goals

• adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9HP10M03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select, apply and refine strategies to persevere when faced with unexpected or challenging contexts

• devise, evaluate and adapt strategies to engage with unexpected or challenging situations

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9HP10M03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9HP10M03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9HP10M03

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

AC9HP10M04

participate in physical activities designed to enhance health, and fitness, and design, apply and evaluate strategies for incorporating these activities into their lives

•

Elaborations

• participating in a range of physical activities and evaluating individual responses such as heart rate, breathing rate, ability to talk and recovery rate

• performing a range of activities designed to improve fitness and analysing how the activities improve individual components of fitness

• setting realistic goals, and designing, implementing and evaluating a personalised program to incorporate regular into their weekly routines

Students learn to:

participate in physical activities designed to enhance health, wellbeing and fitness, apply and evaluate strategies for incorporating these activities into their lives

(AC9HP10M04)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Consider alternatives

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

• Draw conclusions and provide reasons

Analysing

• Evaluate actions and outcomes

Analysing

• Evaluate actions and outcomes

Related content

This content description can be taught with the following content descriptions from other learning areas.

AC9S9U01

Resources

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9HP10M04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option

• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9HP10M04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made

• draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9HP10M04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions

• evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9HP10M04

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions
• evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

AC9HP10M05

participate in physical activities that promote health and social outcomes to design and evaluate participation strategies for themselves and others

•

Elaborations

• creating and evaluating proposals to promote the use of natural settings within the local community for
• designing and critiquing a strategy to involve family, friends and members of the community in celebrations based around culturally significant physical activities to promote a sense of connection with and belonging to the community
• investigating community-based campaigns to promote participation and determining key elements of success that could be replicated in a school-based campaign
• identifying local natural resources and community spaces where individuals and groups can connect and participate in physical and social activities

Students learn to:

participate in physical activities that promote health and social outcomes to design participation strategies for themselves and others

(AC9HP10M05)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Analysing

• Evaluate actions and outcomes

Generating

• Put ideas into action

Inquiring

• Identify, process and evaluate information

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

• Identify, process and evaluate information

Futures

• Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

Engaging with cultural and linguistic diversity

• Communicate responsively

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views
• Explore the influence of cultures on interactions

Navigating intercultural contexts

• Adapt in intercultural exchanges

Social awareness

• Community awareness

Analysing

• Interpret concepts and problems

Social awareness

• Community awareness

Inquiring

• Identify, process and evaluate information

Systems

• Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water and soils, and preservation or restoration of healthy environments.

Resources

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9HP10M05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions

• evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9HP10M05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

• put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9HP10M05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9HP10M05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

Snapshot – Communicate responsively

Intercultural Understanding: Engaging with cultural and linguistic diversity: Comm responsively

Content description

AC9HP10M05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

Snapshot – Examine cultural perspectives and world views

Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views

Content description

AC9HP10M05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
- evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9HP10M05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9HP10M05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HP10M05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse roles and responsibilities of citizens within communities
• evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HP10M05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements
necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to
context

Snapshot – Community awareness

Personal and Social capability: Social awareness: Community awareness

Content description

AC9HP10M05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse roles and responsibilities of citizens within communities
• evaluate ways of contributing to communities at local, regional, national and global levels

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9HP10M05

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual
information and digital sources
• evaluate the information selected to determine bias and reliability

AC9HP10M06

**design, implement and evaluate personalised plans for improving or maintaining their own or others'
levels to achieve fitness, health and outcomes**

•
•

Elaborations

• using to design, implement and monitor a personal fitness plan that includes a timeframe, goals
and a variety of specific activities that meet the needs of different■people
• justifying the selection of physical activities included in a personalised plan linked to goals
and outcomes they wish to improve or maintain
• investigating target training heart-rate zones for a range of different people, how these zones
can be measured and how they relate to health, and fitness levels
Students learn to:

design, implement and evaluate personalised plans for improving or maintaining the
physical activity levels to achieve fitness, health and wellbeing outcomes

(AC9HP10M06)
General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum

priorities.

Generating

• Put ideas into action

Writing

• Creating texts

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Generating

• Create possibilities

Managing and operating

• Select and operate tools

Inquiring

• Identify, process and evaluate information

Writing

• Creating texts

• Creating texts

Inquiring

• Identify, process and evaluate information

Reading and viewing

• Understanding texts

Resources

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9HP10M06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations

• put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9HP10M06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)

• includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs

• includes ideas which are relevant to the topic and purpose of the text

• organises information into paragraphs to support the reader

• includes a relevant graphic to support the reader (e.g. diagram or photo)

Text forms and features

• uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")

• uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)

• selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)

• uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

Vocabulary

• uses a range of technical and subject specific words to add detail and authority to information (e.g. "hibernate" instead of "sleep")

Crafting ideas

• creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)

• selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)

• orients the reader to the topic or concept using a definition or classification

• develops ideas with details and examples

• uses ideas derived from research

• uses written and visual supporting evidence

Text forms and features

• uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)

• uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")

• includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)

• uses language to compare (e.g. "alternatively", "whereas")

• uses formatting appropriately to reference and label graphics

Vocabulary

• uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")

• uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

Crafting ideas

• creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)

• creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)

• orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)

• intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)

• uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

• varies sentence structure for effect (see Grammar)

• judiciously uses language, visual and audio features to emotionally or intellectually affect the reader

• uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")

• creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")

• uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

• uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")

• uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")

• uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9HP10M06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Select and operate tools

Digital Literacy: Managing and operating: Select and operate tools

Content description

AC9HP10M06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks

• troubleshoot common problems and automate repetitive tasks

• select and operate advanced and emerging digital tools confidently

• troubleshoot common problems systematically and seek to improve efficiency by developing new skills

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9HP10M06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9HP10M06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Crafting ideas

• creates informative texts for a broader range of learning area purposes (e.g. explains a life cycle of a butterfly, recounts a process, describes an artwork)

• includes structural features appropriate to the type of text and task such as opening statements to define the topic and at least 2 body paragraphs

• includes ideas which are relevant to the topic and purpose of the text

• organises information into paragraphs to support the reader

• includes a relevant graphic to support the reader (e.g. diagram or photo)

Text forms and features

• uses cohesive devices to signpost sections of text (e.g. uses text connectives such as "finally", "as a result", "in addition")

• uses present or timeless present tense consistently throughout text (e.g. "bears hibernate in winter") (see Grammar)

• selects visual and audio features to expand ideas in written texts (e.g. diagrams, tables, images)

• uses adjectives to create more accurate description (e.g. "the warm-blooded mammal") (see Grammar)

Vocabulary

• uses a range of technical and subject specific words to add detail and authority to information

(e.g. "hibernate" instead of "sleep")

Crafting ideas

• creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)

• selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)

• orients the reader to the topic or concept using a definition or classification

• develops ideas with details and examples

• uses ideas derived from research

• uses written and visual supporting evidence

Text forms and features

• uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)

• uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")

• includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)

• uses language to compare (e.g. "alternatively", "whereas")

• uses formatting appropriately to reference and label graphics

Vocabulary

• uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")

• uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

Crafting ideas

• creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)

• creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)

• orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)

• intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)

• uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

• varies sentence structure for effect (see Grammar)

• judiciously uses language, visual and audio features to emotionally or intellectually affect the reader

• uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")

• creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")

• uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

Vocabulary

• uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")

• uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")

• uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

Snapshot – Creating texts

Literacy: Writing: Creating texts

Content description

AC9HP10M06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this

content.

Crafting ideas

• creates persuasive texts for a broader range of learning area purposes (e.g. designs a healthy food campaign)

• includes structural features appropriate to the type of text and task such as an introduction with a statement of position, body paragraphs and simple conclusion

• presents a position and supports it with one or a few simply stated arguments

• includes arguments and ideas which are relevant to the purpose of the text

• organises arguments into paragraphs to support the reader

• concludes by restating

Text forms and features

• uses cohesive devices to link points in an argument (e.g. uses text connectives such as "however", "on the other hand")

• uses some rhetorical devices such as repetition

• uses adjectives to persuade (e.g. "dangerous behaviour")

• uses simple modal verbs and adverbs (e.g. "should", "will", "quickly")

• selects visual and audio features to expand argument in written texts (e.g. images, music)

• uses inclusive language (e.g. "we cannot allow this to happen")

Vocabulary

• uses a range of learnt topic words to add credibility to arguments

Crafting ideas

• creates persuasive texts that take a position and supports it with arguments (e.g. examines the benefits of physical activity to health and wellbeing)

• selects structural elements to suit the purpose (e.g. introduces an argument with a clearly articulated statement of position)

• includes 2 or more elaborated arguments

• develops a clear persuasive line through inclusion of a number of arguments with supporting points

• orients the reader to the persuasive premise of the text

• concludes by synthesising the arguments

Text forms and features

• uses cohesive devices to link arguments, evidence and reasons (e.g. uses text connectives such as "therefore", "furthermore")

• includes salient visual and audio features to complement written ideas

• uses vocabulary to position the reader (e.g. precise nouns and adjectives)

• uses a broader range of modal verbs and adverbs (e.g. "definitely")

Vocabulary

• uses words to express cause and effect (e.g. "consequently", "thus")

• selects vocabulary to persuade (e.g. uses words to introduce an argument such as "obviously")

• uses technical and topic specific words to add authority (e.g. "innovative design", "solution")

Crafting ideas

• creates persuasive texts to discuss, evaluate and review (e.g. evaluates and reviews design ideas)

• includes persuasive points with effective elaborations and supporting evidence

• intentionally selects structural elements for effect (e.g. includes an appropriate conclusion that sums up, recommends or reiterates)

• includes counter argument or refutation if appropriate

• uses evidence and research including digital resources to expand upon information and elaborate concepts

Text forms and features

• uses rhetorical devices such as rhetorical questions

• varies sentence structure for effect (see Grammar)

• judiciously uses language, visual and audio features to emotionally or intellectually affect the audience

• skilfully uses a range of cohesive devices to make connections between arguments (e.g. foreshadows key points in introduction and reinforces key points in topic sentences)

• judiciously selects evidence and language to strengthen arguments

• uses passive voice and nominalisation strategically to avoid stating the actor in the sentence

(e.g. "an expectation of failure became common")

Vocabulary

• uses a range of synonyms for frequently occurring words, in a longer text (e.g. "impact", "consequence", "result")

• uses topic-specific vocabulary to add credibility and weight to arguments (e.g. "cadence", "interplanetary", "silt")

• uses language that evokes an emotional response (e.g. "Although they faced relentless opposition, the netballers triumphed.")

• uses words that create connotations (e.g. "miserly", "frugal")

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate information

Content description

AC9HP10M06

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the information selected to determine bias and reliability

Snapshot – Understanding texts

Literacy: Reading and viewing: Understanding texts

Content description

AC9HP10M06

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

Comprehension

• reads and views some moderately complex texts (see Text complexity)

• accurately retells a text including most relevant details

• identifies main idea and related or supporting ideas in moderately complex texts (see Text complexity)

• evaluates the accuracy within and across texts on the same topic

• explains how authors use evidence and supporting detail to build and verify ideas

• draws inferences and verifies using textual evidence

Processes

• monitors reading for meaning using grammatical and contextual knowledge (see Fluency)

• explains how textual features support the text's purpose

• identifies and explains techniques used to present perspective (e.g. emotive or descriptive language, order in which ideas are presented)

• predicts the development of ideas based on a partial read (e.g. predicts the final chapter of a narrative, drawing on understanding of the textual features in the previous chapters)

• uses prior knowledge and context to read unknown words (e.g. uses morphemic knowledge of "explosion" to decode "explosive" and uses context and knowledge of metaphorical use of language to understand "explosive outburst")

• uses knowledge of cohesive devices to track meaning throughout a text (e.g. connectives such as "however", "on the other hand") (see Grammar)

• uses knowledge of the features and conventions of the type of text to build meaning (e.g. recognises that the beginning of a persuasive text may introduce the topic and the line of argument)

• identifies language features used to present opinions or points of view

• skims and scans texts for key words to track the development of ideas

• uses sophisticated punctuation to support meaning (e.g. commas to separate clauses in complex sentences)

Vocabulary

- uses knowledge of prefixes and suffixes to read and interpret unfamiliar words
- identifies how technical and discipline-specific words develop meaning in texts
- analyses the effect of antonyms, synonyms and idiomatic language
- understands precise meaning of words with similar connotations (e.g. "generous", "kind-hearted", "charitable")

Comprehension
- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

Processes
- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

Vocabulary
- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

Comprehension
- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

Processes
- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

Vocabulary
• demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
• verifies interpretations of unfamiliar words using grammatical and contextual cues

AC9HP10M07

transfer and adapt skills and strategies from previous experiences to create successful outcomes in unfamiliar

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Elaborations

• drawing parallels between successful in one sporting situation and how similar strategies could be used effectively in a different■sport
• speculating on possible outcomes of innovative solutions to based on past experiences■when participating in outdoor or nature-based activities, such as rope climbing, bushwalking, abseiling or kayaking
• reflecting on the effectiveness of movement solutions, suggesting improvements that can be made and proposing how the solution can be transferred to other movement■situations

Students learn to:

transfer and adapt skills and strategies from previous experiences to create succes unfamiliar movement situations

(AC9HP10M07)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Create possibilities
• Consider alternatives

Social management

• Decision-making

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Analysing

• Interpret concepts and problems

Reflecting

• Transfer knowledge

Reflecting

• Transfer knowledge

Reflecting

• Transfer knowledge

Resources

Work Samples

WS02 - Tactics

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9HP10M07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9HP10M07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HP10M07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• devise and analyse individual and group decision-making processes
• develop and apply criteria to evaluate the outcomes of individual and group decisions

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9HP10M07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HP10M07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
• identify, plan and justify opportunities to transfer knowledge into new contexts

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HP10M07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
• identify, plan and justify opportunities to transfer knowledge into new contexts

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9HP10M07

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
• identify, plan and justify opportunities to transfer knowledge into new contexts

AC9HP10M08

demonstrate and reflect on how ethical behaviour can influence outcomes for individuals and groups

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Elaborations

• analysing how equitable participation in group activities can influence outcomes in
• investigating the use of performance-enhancing in sport and analysing the tensions between conflicting positions on whether they should be banned or permitted
• discussing the role of organisations such as Sports Integrity Australia, sporting tribunals, the Australian Human Rights Commission■and the Court of Arbitration for Sport, in promoting fairness and ethical behaviour in sport
• analysing how First Nations Australian athletes have been treated in different sports and evaluating the impact that may have on the participation of young First Nations Australians in sport and

Students learn to:

demonstrate fair play and reflect on how ethical behaviour can influence physical ac for individuals and groups

(AC9HP10M08)
General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Responding to ethical issues

• Making and reflecting on ethical decisions

Social management

• Collaboration
• Leadership
• Decision-making

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Responding to ethical issues

• Making and reflecting on ethical decisions

Social management

• Collaboration
• Decision-making

Responding to ethical issues

• Making and reflecting on ethical decisions

Social management

• Decision-making

Responding to ethical issues

• Making and reflecting on ethical decisions

Inquiring

• Identify, process and evaluate information

People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Resources

Snapshot – Making and reflecting on ethical decisions

Ethical Understanding: Responding to ethical issues: Making and reflecting on et

Content description

AC9HP10M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider how values and beliefs influence approaches to ethical issues, and■analyse■how these affect■outcomes
• analyse■biases■when applying ethical concepts,■values■and ethical frameworks,■in order to explore and evaluate ethical decisions

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9HP10M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Leadership

Personal and Social capability: Social management: Leadership

Content description

AC9HP10M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process
• propose, implement and evaluate strategies to address needs at local, regional, national or global levels

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HP10M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• devise and analyse individual and group decision-making processes
• develop and apply criteria to evaluate the outcomes of individual and group decisions

Snapshot – Making and reflecting on ethical decisions

Ethical Understanding: Responding to ethical issues: Making and reflecting on et

Content description

AC9HP10M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider how values and beliefs influence approaches to ethical issues, and■analyse■how these affect■outcomes
• analyse■biases■when applying ethical concepts,■values■and ethical frameworks,■in order to explore and evaluate ethical decisions

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9HP10M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HP10M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• devise and analyse individual and group decision-making processes
• develop and apply criteria to evaluate the outcomes of individual and group decisions

Snapshot – Making and reflecting on ethical decisions

Ethical Understanding: Responding to ethical issues: Making and reflecting on et

Content description

AC9HP10M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider how values and beliefs influence approaches to ethical issues, and■analyse■how these affect■outcomes
• analyse■biases■when applying ethical concepts,■values■and ethical frameworks,■in order to explore and evaluate ethical decisions

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HP10M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• devise and analyse individual and group decision-making processes
• develop and apply criteria to evaluate the outcomes of individual and group decisions

Snapshot – Making and reflecting on ethical decisions

Ethical Understanding: Responding to ethical issues: Making and reflecting on et

Content description

AC9HP10M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider how values and beliefs influence approaches to ethical issues, and■analyse■how these affect■outcomes
• analyse■biases■when applying ethical concepts,■values■and ethical frameworks,■in order to explore and evaluate ethical decisions

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9HP10M08

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

AC9HP10M09

devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills

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Elaborations

• evaluating the contribution they make as an individual to teamwork, leadership and enjoyable participation for all

• analysing the use of self-talk and encouragement to motivate themselves and team members to continue to participate, persist when things get challenging and improve performance

• creating and implementing self-assessment and peer-assessment tools to evaluate performance in a variety of roles

• identifying and critiquing leadership styles and group dynamics through collaboratively solving

Students learn to:

devise, implement and refine strategies for decision-making when working in group demonstrate leadership and collaboration skills

(AC9HP10M09)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Social management

• Communication
• Collaboration
• Leadership
• Decision-making

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Collaboration
• Leadership

Social management

• Collaboration
• Conflict resolution

Self-awareness

• Reflective practice

Social management

• Decision-making

Social management

• Leadership

Resources

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9HP10M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication

• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9HP10M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Leadership

Personal and Social capability: Social management: Leadership

Content description

AC9HP10M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process
• propose, implement and evaluate strategies to address needs at local, regional, national or global levels

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HP10M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• devise and analyse individual and group decision-making processes
• develop and apply criteria to evaluate the outcomes of individual and group decisions

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9HP10M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Leadership

Personal and Social capability: Social management: Leadership

Content description

AC9HP10M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process
• propose, implement and evaluate strategies to address needs at local, regional, national or global levels

Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9HP10M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation

skills to improve ways of working and outputs
• devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

Snapshot – Conflict resolution

Personal and Social capability: Social management: Conflict resolution

Content description

AC9HP10M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and apply conflict prevention and resolution strategies in a range of contexts, based on an evaluation of suitability and effectiveness
• generate, apply and evaluate strategies to prevent and/or resolve interpersonal and intergroup conflicts

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9HP10M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• plan a personal response to a range of contexts using feedback from previous experiences
• evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

Snapshot – Decision-making

Personal and Social capability: Social management: Decision-making

Content description

AC9HP10M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• devise and analyse individual and group decision-making processes
• develop and apply criteria to evaluate the outcomes of individual and group decisions

Snapshot – Leadership

Personal and Social capability: Social management: Leadership

Content description

AC9HP10M09

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process
• propose, implement and evaluate strategies to address needs at local, regional, national or global levels