



# Australian Curriculum: Health and Physical Education — Year 10

## Year level plan-2023

CURRICULUM	Year 10 Health and Physical Education			
	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	<b>Ethics and integrity</b>	<b>Tactics in Sport</b>	<b>Ethics and integrity</b>	<b>Tactics in Sport</b>
Unit description	<p>In this unit, students investigate how empathy and ethical decision contribute to building respectful relationships. They will examine the steps involved in the ethical decision-making process and how it fits within the context of an individual's rights and responsibilities. They will become familiar with and begin to use a framework for ethical decision-making in response to a selected scenario using a case study approach that compares their personal decisions with those of others.</p> <p>Case studies could include but are not limited to the following contexts:</p> <ul style="list-style-type: none"> <li>• Sports</li> <li>• Peer Friendships</li> <li>• Family relationship</li> <li>• Social media behaviour</li> <li>• Inclusion in sport</li> </ul> <p><b>This unit is supported by a Virtual Reality Module – <i>Ethical Decision Making</i>. Immersive Pedagogy supporting documentation is available as part of this module.</b></p>	<p>In this unit, you have engaged in integrated learning experiences about tactics in games and sports. To optimise your performance, you have explored the influence of tactical awareness of specialised movement sequences, used in a range of games and sports.</p>	<p>In this unit, students investigate how empathy and ethical decision contribute to building respectful relationships. They will examine the steps involved in the ethical decision-making process and how it fits within the context of an individual's rights and responsibilities. They will become familiar with and begin to use a framework for ethical decision-making in response to a selected scenario using a case study approach that compares their personal decisions with those of others.</p> <p>Case studies could include but are not limited to the following contexts:</p> <ul style="list-style-type: none"> <li>• Sports</li> <li>• Peer Friendships</li> <li>• Family relationship</li> <li>• Social media behaviour</li> <li>• Inclusion in sport</li> </ul> <p><b>This unit is supported by a Virtual Reality Module – <i>Ethical Decision Making</i>. Immersive Pedagogy supporting documentation is available as part of this module.</b></p>	<p>In this unit, you have engaged in integrated learning experiences about tactics in games and sports. To optimise your performance, you have explored the influence of tactical awareness of specialised movement sequences, used in a range of games and sports.</p>

ASSESSMENT	Year 10				
	Semester 1		Semester 2		
	Ethics and integrity-AT1	Tactics in Sport -AT2	Ethics and integrity-AT1	Tactics in Sport – AT2	
	<b>Technique</b>	Investigation	Project	Investigation	Project

<b>Range and balance of summative assessment conventions</b>	<b>Type of text</b>	Report	Written and performance	Report	Written and performance
	<b>Mode</b>	Written and performance	Recorded/written/physical	Written and performance	Recorded/written/physical
	<b>Conditions</b>	<ul style="list-style-type: none"> <li>Individually</li> <li>Class time</li> <li>600 -800 words</li> </ul>	<ul style="list-style-type: none"> <li>Written component completed individually</li> <li>Written response 600 – 800 words</li> <li>Performance completed authentic game play for 1 – 2 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Individually</li> <li>In class</li> <li>600 - 800 words</li> </ul>	<ul style="list-style-type: none"> <li>Written component completed individually</li> <li>Written response 600 – 800 words</li> </ul> <p>Performance completed authentic game play for 1 – 2 minutes</p>

critically analyse contextual factors that influence identities, relationships, decisions and behaviours					
analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing	✓			✓	
evaluate the outcomes of emotional responses to different situations					
access, synthesise and apply health information from credible sources to propose and justify responses to health situations					
propose and evaluate interventions to improve fitness and physical activity levels in their communities					
examine the role physical activity has played historically in defining cultures and cultural identities	✓			✓	
demonstrate leadership, fair play and cooperation across a range of movement and health contexts	✓			✓	
apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing					
apply and transfer movement concepts and strategies to new and challenging movement situations			✓		✓
apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances			✓		✓
work collaboratively to design and apply solutions to movement challenges					

Term 1
Term 2
Term 3
Term 4



indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard

