



Australian Curriculum: Health and Physical Education — Year 9

Year level plan-2023

CURRICULUM	Year 9 Health and Physical Education			
	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Respectful Relationships	Analyse your potential	Team building challenges	Training for life
Unit description	Students analyse the components of respectful relationships to develop and recommend strategies to overcome barriers in different situations. Students will demonstrate leadership, fair play and cooperation to create an inclusive environment within the context of Oz-tag and Ultimate Disc games.	In this unit, students analyse their own and others' performance of a selected specialised movement sequence within athletics/league/netball to evaluate individual performance. They break down the chosen skill in order to evaluate and refine their chosen movement sequence, focussing on pre, during, and post movement sequences, making judgements and providing feedback using criteria based on the elements of movement- spatial awareness, body awareness and relationships to objects/people. They apply feedback from previous performances to refine movement sequence in authentic environments. <i>(Formerly Realise your potential -Yr9-& Analyse this-Yr10)</i>	Demonstrate leadership, fair play and cooperation in a variety of physical activity contexts and games. Students investigate and create a personal social media post/blog explaining how their participation in physical activity develops the three key elements while aligning with identities, relationships, decisions, and behaviours.	Students will access health information from credible sources to enhance and maintain their overall fitness and health. They will analyse fitness components to propose improvement actions to reduce the likelihood of lifestyle diseases. To develop the proposed fitness components, students will identify correct training methods and principles to improve their performance in a given situation over time. They will implement, evaluate and justify their intervention proposal. <i>(Formerly Fit for Life -Yr9-& Training Methods-Yr10)</i>

ASSESSMENT	Year 9				
		Semester 1		Semester 2	
		Respectful Relationships-AT1	Analyse your potential-AT2	Team building challenges-AT3	Training for life-AT4
Range and balance of summative assessment conventions	Technique	Investigation	Practical/Performance	Project	Exam & Performance (as for Year 10 AT)
	Type of text	Evaluative Report	Athletics Performance Plan	Social media post/blog	Short answer & Demonstration

	Mode	Written	Video recording	Written & performance	Written & Practical
	Conditions	<ul style="list-style-type: none"> 60 minutes Exam conditions 1 single page of notes into exam 600 words 	<ul style="list-style-type: none"> class time given 1 minute minimum length of time Video camera provided 	<ul style="list-style-type: none"> 4 hours class time given 400 words Social Media Post presented digitally 	<ul style="list-style-type: none"> class time given fitness testing required complete individually 500 words Exam conditions

Aspects of the achievement standard

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, synthesize 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