



Australian Curriculum: Health and Physical Education — Year 9/10

Year level plan-2025

CURRICULUM	Year 9/10 Health and Physical Education			
	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Unit name	Respectful Relationships	Long Life Habits	Ethics and integrity	Tactics in Sport
Unit description	In this unit, students will 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 will selectively access and critically analyse health information that is relevant to FNQ. Students will find credible information to propose and justify responses related to mental health, sedentary lifestyle and/or obesity. Students will apply decision-making and problem-solving skills to design suitable movement challenges to enhance the wellbeing of a targeted community group and their fitness levels.	<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"> • Sports • Peer Friendships • Family relationship • Social media behaviour • Inclusion in sport <p>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.</p>	In this unit, students will 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.

ASSESSMENT		Year 9/10			
		Semester 1		Semester 2	
		AT1	AT2	AT3	AT4
	Technique	Exam	Investigation	Investigation	Project

Range and balance of summative assessment conventions	Type of text	Evaluative Report	Project	Report	Written and performance
	Mode	Written	Written	Written and performance	Recorded/written/physical
	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"> Individual In class Written response 	<ul style="list-style-type: none"> Individually In class 600 - 800 words 	<ul style="list-style-type: none"> Written component completed individually Written response 600 – 800 words <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