

# Year 9 & 10 Health and Physical Education Curriculum and assessment plan

Aviation High School

Use this template to plan an overview or summary of the teaching, learning and assessment for a band in the Australian Curriculum: Health and Physical Education. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

Level description	Context and cohort considerations (if applicable)
<p>The Years 9–10 curriculum builds on each student's prior learning. During this time, students refine their understanding of how they can contribute to individual and community health and wellbeing. Students have frequent opportunities to participate in physical activities, including in outdoor settings, to value the importance of active recreation as a way of enhancing their health and wellbeing throughout their lives.</p> <p>Students explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity, active transport options and sustainable strategies for selecting food sources. Practical learning experiences in these years support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing.</p> <p>Students explore how societal attitudes and values can reinforce stereotypes and role expectations. They investigate how these can impact young people's choices in relation to health behaviours, healthcare options, help-seeking strategies and physical activity participation.</p> <p>Students investigate a range of health issues relevant to young people, including mental health, sexual health, healthy eating, personal and relationship safety, body image and behaviours associated with substance use. As they do so, students further refine their help-seeking strategies, assertive behaviours, conflict resolution and negotiation.</p> <p>Students have opportunities to explore the nature and benefits of respectful relationships. They further develop skills to manage their relationships as they change over time. They have opportunities to explore empathy, ethical decision-making, respect and consent, and analyse the role they play in establishing and maintaining respectful relationships.</p> <p>Students practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They apply movement concepts and strategies to evaluate and refine their own and others' movement performances.</p> <p>Students further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students refine and consolidate their leadership, teamwork and collaborative skills through participation in a range of physical activities.</p>	<p>Students in Year 9 and Year 10 study HPE for three lessons per week across two semesters. There are five Year 9 classes with two class on Line 1 and three classes on Line 2.</p> <p>There are five Year 10 classes that are all on the same line.</p> <p>Classes have access to an outdoor facility (hall, oval, multi-sport courts) for two lessons each week. They also have access to a classroom for one lesson per week when required.</p> <p>The school has a focus on the use of high-impact teaching strategies in the planning and implementation of teaching and learning in Years 7–10. In alignment with this, the HPE faculty has prioritised Harvard Thinking Routines and use of formal and informal feedback as a strategy to improve student performance across Years 7–10.</p>

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the band.

Unit 1 — Sex, Drugs and Alcohol	Unit 2 — Sports Psychology & Athletics	Unit 3 — Nutrition, Training and AFL	Unit 4 — Enhancing Community Lifestyles
Duration: Year 9/ Term 1: 10 Weeks	Duration: Year 9/ Term 2: 10 Weeks	Duration: Year 10/ Term 3: 10 Weeks	Duration: Year 10/ Term 4: 7 Weeks
<p>This unit focuses on educating students with knowledge regarding sex, drugs and alcohol so that they can make wise decisions later in life. There is a big focus on respectful relationships in the version 9 Australian Curriculum, so this unit covers a big portion of the achievement standards for this area. Students will be given many scenarios and possible</p>	<p>This unit focuses on using a range of psychological techniques whilst participating in Touch Football and analysing whether any of these techniques impact their performance, how it impacts performance and whether they are beneficial or not.</p> <p>Students participate in pre and post testing that they analyse to see the impact of the psychological techniques implemented.</p>	<p>This unit focuses on learning the details of fitness components, training principles and training methods. Students participate in fitness tests at the beginning of the term to see which components they need to improve and again at the end of the term to see whether they have improved. Students use AI with their own prompts to create a training program, then analyse whether AI have created something personal to their needs.</p>	<p>This unit allows students to design, deliver, and evaluate a community-based physical activity intervention. They develop skills in leadership, planning, organisation, and communication while critically analysing the health, fitness, and wellbeing benefits of physical activity for individuals and communities. Students will participate in outdoor education activities, specifically leadership activities as they develop their intervention for the chosen target group.</p>

**Note:**  
 Adjust the table to reflect the number of units you will offer.  
 Highlight the aspects of the achievement standard that will be assessed within each unit.

	Unit 1		Unit 2		Unit 3		Unit 4	
	Assessment — Scenario Exams	Timing	Assessment — Sports Psychology Folio	Timing	Assessment — Nutrition & Fitness Plan & Artificial Intelligence Evaluation	Timing	Assessment — Enhancing Community Lifestyle Intervention	Timing
Assessment	Description: 3 x short response exams. Completed in Weeks 3,6 and 9. One for each topic (alcohol, drugs and sex) Technique: Multi choice & short response exams Mode: Written 600-700 words in total. Approx 200 words per exam.	Term 1 Weeks 3,6,9	Description Students collate a folio of journals and evaluation Technique: Folio Mode: Written Conditions: 1500 words (Incl. journal entries)	Term 2 Week 9	Description: AI generated training program Justification and analysis of program and discussion of improvements to suit personal needs Mode: Written + use of AI Conditions: 1000 words	Term 3 Week 9	Description: Small groups or paired community intervention practical performance and spoken evaluation Mode: Practical, Written & Spoken Conditions: Activity plan 2-minute evaluation	Term 4 Week 7
Achievement standard	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.		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.		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.		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.	
Moderation	Blind moderation completed in week 10 within HPE Faculty.		Blind moderation completed in week 10 within HPE Faculty.		Blind moderation completed in week 10 within HPE Faculty.		Blind moderation completed in week 10 within HPE Faculty.	

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

Content descriptions	Units				Content descriptions	Units			
	1	2	3	4		1	2	3	4
<b>Personal, social and community health</b>					<b>Movement and physical activity</b>				
<b>Identities and change</b> analyse factors that shape identities and evaluate how individuals influence the identities of others AC9HP10P01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Moving our bodies</b> analyse, adapt and refine their own and others' movement skills in a range of challenging movement situations to enhance performance AC9HP10M01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
refine, evaluate and adapt strategies for managing changes and transitions AC9HP10P02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	create and refine movement strategies to achieve successful outcomes across a range of challenging movement situations AC9HP10M02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships AC9HP10P03	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	apply movement concepts in new or challenging movement situations and analyse the impact each concept has on movement outcomes AC9HP10M03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Interacting with others</b> evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships AC9HP10P04	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Making active choices</b> participate in physical activities designed to enhance health, wellbeing and fitness, and design, apply and evaluate strategies for incorporating these activities into their lives AC9HP10M04	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities AC9HP10P05	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	participate in physical activities that promote health and social outcomes to design and evaluate participation strategies for themselves and others AC9HP10M05	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
evaluate emotional responses in different situations to refine strategies for managing emotions AC9HP10P06	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	design, implement and evaluate personalised plans for improving or maintaining their own or others' physical activity levels to achieve fitness, health and wellbeing outcomes AC9HP10M06	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships AC9HP10P07	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Learning through movement</b> transfer and adapt skills and strategies from previous experiences to create successful outcomes in unfamiliar movement situations AC9HP10M07	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Making healthy and safe choices</b> plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk AC9HP10P08	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	demonstrate fair play and reflect on how ethical behaviour can influence physical activity outcomes for individuals and groups AC9HP10M08	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions AC9HP10P09	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills AC9HP10M09	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing AC9HP10P10	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

Focus areas	1	2	3	4
Alcohol and other drugs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food and nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Health benefits of physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mental health and wellbeing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Relationships and sexuality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Active play and minor games	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge and adventure activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Fundamental movement skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Games and sports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifelong physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhythmic and expressive activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sustainability	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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