



SAMPLE ASSESSMENT TASKS

HEALTH AND PHYSICAL EDUCATION
PRELIMINARY UNIT 1 AND UNIT 2

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample assessment task

Health and Physical Education – Preliminary

Task 1 – Unit 1

Conditions

Suggested working time for the task: three weeks

Task 1: Dimensions of health project

Part A: Dimensions of health reflections

Think about the types of things that make a person physically, emotionally and socially healthy. Reflect on what you are currently doing that supports good overall health and what you could do to improve your health. Think of one action you could do this week to improve your physical, emotional and social health.

For this task, you will need to:

- with the help of your teacher, brainstorm the types of things
 - a physically healthy person might do; for example, brush your teeth every day
 - an emotionally healthy person might do; for example, use a diary to record homework tasks you have successfully completed
 - a socially healthy person might do; for example, how to be a good friend
- reflect on your own physical, emotional and social health
- identify two or three things you do now that are good for your physical, emotional and social health
- identify two ways you can improve your physical, emotional and social health
- decide on one thing you can do this week to improve your physical, emotional and social health.

Your progress in this task will be documented in the following ways:

- your completion of the Dimensions of Health Reflection Chart.

Dimensions of Health Reflection Chart

What I do that is good for my...		
physical health	emotional health	social health
One way I can improve my...		
physical health	emotional health	social health
One thing I am going to do this week to improve my...		
physical health	emotional health	social health

Sample assessment task

Health and Physical Education – Preliminary

Task 1 – Unit 1

Conditions

Suggested working time for the task: three weeks

Task 1: Dimensions of health project

Part B: Stress less

Identify and reflect on different ways to cope with stress.

For this task, you will:

- consider techniques you have used to cope with difficult situations in the past
- evaluate their success
- describe one new technique you could use to avoid, or cope with difficult or stressful situations
- practise using this technique.

Your progress in this task will be documented in the following ways:

- your completion of the Stress Less Coping Chart
- a video or audio recording of you explaining other ways you will cope with stress in the future.

Stress Less Coping Chart

Think of some ways you have used to cope with stress.

Give an example of when you used the strategy and how you used that strategy. Evaluate how well it worked and whether you would do anything differently next time.

Identify one new technique for coping with stress that you would like to try and explain how it will help you.

One example is provided in the first box.

<p>To cope with stress I have... (for example, I have used humour)</p> <p>When I used this...</p> <p>What I did...</p> <p>How it worked:</p> <p>Very well <input type="checkbox"/></p> <p>Fairly well <input type="checkbox"/></p> <p>Not very well <input type="checkbox"/></p> <p>What would I do differently next time?</p>	<p>To cope with stress I have...</p> <p>When I used this...</p> <p>What I did...</p> <p>How it worked:</p> <p>Very well <input type="checkbox"/></p> <p>Fairly well <input type="checkbox"/></p> <p>Not very well <input type="checkbox"/></p> <p>What would I do differently next time?</p>
<p>To cope with stress I have...</p> <p>When I used this...</p> <p>What I did...</p> <p>How it worked:</p> <p>Very well <input type="checkbox"/></p> <p>Fairly well <input type="checkbox"/></p> <p>Not very well <input type="checkbox"/></p> <p>What would I do differently next time?</p>	<p>To cope with stress I have...</p> <p>When I used this...</p> <p>What I did...</p> <p>How it worked:</p> <p>Very well <input type="checkbox"/></p> <p>Fairly well <input type="checkbox"/></p> <p>Not very well <input type="checkbox"/></p> <p>What would I do differently next time?</p>

Another way I would like to cope with stress in the future is to...

The benefits of using this technique include...

Task 1 – Completion checklist

Part A

Unit outcome: Identify and understand basic health skills and concepts

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Student completion of the Dimensions of Health Reflection Chart		

Part B

Unit outcome: Identify and understand basic health skills and concepts

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Student completion of the Stress Less Coping Chart		
Audio or video of student identifying additional ways of coping with stress in the future		

Sample assessment task

Health and Physical Education – Preliminary

Task 2 – Unit 1

Conditions

Suggested working time for the task: three weeks

Task 2: Qualities of a healthy relationship

Reflect on the different relationships in your life and think about ways to keep them positive and healthy. Create a collage or poster that shows what a positive, healthy relationship looks like, feels like and sounds like.

For this task, you will need to:

- answer the questions below
- find or draw pictures, signs, symbols, words that illustrate what a positive, healthy relationship looks like, feels like and sounds like
- explain to a friend how your poster/collage reflects a healthy relationship.

With help from your teacher, answer the following questions.

1. What are some of the different types of relationships people can have?
2. What words and phrases could be used to describe what a healthy relationship looks like?
3. What words and phrases could be used to describe what a healthy relationship feels like?
4. What words and phrases could be used to describe what a healthy relationship sounds like?
5. Explain the qualities of a good friend.

Your progress in this task will be documented in the following ways:

- a video of your responses to each of the questions
- your completed poster/collage
- an audio recording of your explanation of the features of your poster/collage.

Task 2 – Completion checklist

Unit outcome: Identify and understand basic health skills and concepts

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Video of student response to the Qualities of Healthy Relationships questions		
Student poster/collage exploring Qualities of Healthy Relationships themes		
An audio recording of the student explanation of the features of his or her poster/collage		

Sample assessment task

Health and Physical Education – Preliminary

Task 1 – Unit 2

Conditions

Suggested working time for the task: three weeks

Task 5: No talking please

In this task, you will investigate how non-verbal communication can be used to communicate information. You will watch a short scene from a movie and look at how characters express their feelings, needs and wants using non-verbal communication techniques.

For this task, you will need to:

- watch a short excerpt from a movie (chosen by your teacher) with the sound turned off
- focus on one character and note the ways he or she is using non-verbal communication in the scene
- pick out three non-verbal actions used by your character
- describe each action and the message the character is trying to get across using each action
- choose a situation from Resource Sheet 1 (or make up your own with the help of your teacher)
- brainstorm ways that you could use non-verbal communication to act out what is happening in the situation
- act out the situation without using words in front of your classmates (individually or in pairs, depending on the situation).

Your progress in this task will be documented in the following ways:

- your observations of the non-verbal communication techniques used, and the messages conveyed by the character
- teacher observation notes of your performance in any of the situations noted on Resource Sheet 1.

Resource Sheet 1

Choose one of the following situations.

1. An argument breaks out between an angry cyclist and a shocked motorist after the motorist cuts in front of the cyclist, who almost falls off his bike.
2. A person learns that he or she has won a big prize on a scratchie ticket, only to find out he or she has made a mistake when he or she gives it to the newsagent to check.
3. Two people are watching a movie. The movie starts out being scary, then it becomes funny. While in the cinema, one of them spills popcorn over the person next to them and is very embarrassed.
4. A person is swimming at the beach. The water is cold to begin with, then it warms up. There is a lot of seaweed and other swimmers around. A shark alarm sounds, and all swimmers have to clear the water.

Task 2 – Completion checklist

Unit outcome: Identify and understand basic health skills and concepts

Description of evidence to be collected by teacher	Date evidence collected	Level of support comments
Student observation notes about non-verbal communication techniques and messages used by the character		
Teacher observation checklist indicating use of non-verbal techniques to communicate in role play		