**Sample Assessment Outline**

Health and Physical Education

Preliminary Unit 3 and Unit 4

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# Sample assessment outline

# Health and Physical Education – Preliminary

## Unit 3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment task** | **Notional due date** | **Unit outcome:**Perform fundamental movement skills | **Unit outcome:** Follow basic rules in a variety of activities | **Unit outcome:** Identify and understand basic health skills and concepts |
| **Task 1: Healthy relationships**Students brainstorm the qualities of a good relationship and determine reasons why they are important to them. | Week 8 |  |  | **✓** |
| **Task 2: What is a serve?**Students use the Australian Dietary Guidelines to work out what a serve looks like for a variety of food groups, and determines the number of serves they should be eating every day. | Week 13 |  |  | **✓** |
| **Task 3: Sport journal**Students maintain a journal and periodically record their achievements during the practical activities. | Week 14 | **✓** | **✓** | **✓** |
| **Task 4: Sport participation**Students participate in a chosen sport with the focus on developing skills and knowledge of rules and basic tactics. | Week 15 | **✓** | **✓** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAMPLE PLANNING CHECKLIST Health and Physical Education** **Preliminary Unit 3** (✓ = Unit content covered) | **Task 1**My relationships | **Task 2**Communicable diseases | **Task 3**Sport journal | **Task 4**Sport participation |
| **Performance concepts** |
| basic rules and safety concepts when moving and interacting with others in a variety of activity settings * structured play
* informal situations
 |  |  | **✓** | **✓** |
| the importance of safety and being spatially aware of others in simple games and physical activity |  |  | **✓** | **✓** |
| fundamental movement skills as applied to activities, such as:* a range of individual and team games
* modified sports
* leisure and recreational activities
* simple game situations
 |  |  | **✓** | **✓** |
| **Health skills and concepts** |
| relationships and sexuality* ways to support and maintain healthy relationships
* characteristics of healthy relationships, including self-respect and respect for others
* physical and emotional changes associated with puberty and adolescence
 | **✓** |  |  |  |
| nutrition* healthy eating
* consumer health – labels and advertising
 |  |  | **✓** |  |
| communicable diseases* identify types
* risk factors
* prevention (harm minimisation)
* where to go for help
 |  | **✓** |  |  |
| asking questions about health from different sources, including teachers, school counsellor, healthcare professionals |  | **✓** |  |  |
| use of multiple sources of reliable health information |  | **✓** |  |  |

# Sample assessment outline

# Health and Physical Education – Preliminary

## Unit 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment task** | **Notional due date** | **Unit outcome:**Perform fundamental movement skills | **Unit outcome:** Follow basic rules in a variety of activities | **Unit outcome:** Identify and understand basic health skills and concepts |
| **Task 5: Healthy lifestyle**Students create a poster or pamphlet that promotes and provides information about the importance of a healthy lifestyle. | Week 8 |  |  | **✓** |
| **Task 6: Injury prevention strategies**Students identify a number of situations at home and at school that could cause injury and ways to minimise the risk. | Week 12 |  |  | **✓** |
| **Task 7: Sport journal**Students maintain a journal and periodically record their achievements during the practical activities. | Week 13 | **✓** | **✓** | **✓** |
| **Task 8: Sport participation**Students participate in a chosen sport with the focus on developing skills and knowledge of rules and basic tactics. | Week 15 | **✓** | **✓** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAMPLE PLANNING CHECKLIST Health and Physical Education** **Preliminary Unit 4**(✓ = Unit content covered) | **Task 1**Healthy lifestyle | **Task 2**Injury prevention strategies | **Task 3**Sport journal | **Task 4**Sport participation |
| **Performance concepts** |
| the role of rules in simple games and sports, and ways of playing games and activities safely, with an emphasis on:* fairness
* game control
* injury prevention
* safe and correct use of equipment
* accepting decisions of umpire, coach and/or captain
 |  |  | **✓** | **✓** |
| extension of fundamental movement skills as applied to activities, such as:* a range of individual and team games
* modified sports
* leisure and recreational activities
* simple game situations
 |  |  | **✓** | **✓** |
| roles of offensive and defensive positions |  |  | **✓** | **✓** |
| **Health skills and concepts** |
| behaviours which support a healthy lifestyle* actions (short and long term) that support and improve health
* healthy actions in different places, such as in the home, school, local park, shopping centres, leisure activities
* taking responsibility for health
* impact on personal health from interactions with healthy and unhealthy places/behaviours
 | **✓** |  |  |  |
| safety* injury prevention strategies
* basic first aid practices
 |  | **✓** |  |  |
| asking questions about health from different sources, including teachers, school counsellor, healthcare professionals |  |  | **✓** |  |
| use of multiple sources of reliable health information |  |  | **✓** |  |