**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 |  |  | **✓** |  |