



SAMPLE ASSESSMENT OUTLINE

**HEALTH AND PHYSICAL EDUCATION
PRELIMINARY UNIT 3 AND UNIT 4**

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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 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 <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • a range of individual and team games • modified sports • leisure and recreational activities • simple game situations 			✓	✓
Health skills and concepts				
relationships and sexuality <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • healthy eating • consumer health – labels and advertising 			✓	
communicable diseases <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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			✓	