



SAMPLE ASSESSMENT OUTLINE

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 outline

Health and Physical Education – Preliminary

Unit 1

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: Dimensions of health project Part A: Dimensions of health reflections Students investigate ways to be physically, emotionally and socially healthy. Part B: Stress less Students identify and reflect on different ways to cope with stress.	Week 4			✓
Task 2: Qualities of healthy relationships Students reflect on the features of healthy relationships.	Week 8			✓
Task 3: Sport journal Students maintain a journal and periodically record their achievements during the practical activities.	Week 13	✓	✓	✓
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 1 (✓ = Unit content covered)	Task 1 Dimensions of health	Task 2 Hygiene diary	Task 3 Sport journal	Task 4 Sport participation
Performance concepts				
fundamental movement skills			✓	✓
Coordinated, balanced movement in individual activities			✓	✓
skills to control an object in modified game situations			✓	✓
basic rules and safety concepts when moving and interacting with others in a variety of activity settings			✓	✓
Health skills and concepts				
what it means to be healthy	✓			
health dimensions • physical, social, emotional/mental health	✓			
stress management • recognising signs and symptoms of stress • simple stress management strategies			✓	
personal hygiene practices • cleanliness • personal grooming • hand washing • dental hygiene		✓		
introduction to protective behaviours • basic relationship types • characteristics of positive, healthy relationships • recognising and responding to peer pressure • signs of bullying • safe use of the internet and social networking • support networks – people and places able to support healthy decisions	✓	✓		
location and choice of accurate and reliable sources of health information			✓	✓

Sample assessment outline

Health and Physical Education – Preliminary

Unit 2

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 relationship concepts as well as ways to minimise harm
Task 5: No talking please Students investigate how non-verbal communication can be used to express feelings, needs and wants.	Week 6			✓
Task 6: Sport journal Students maintain a journal and periodically record their achievements during the practical activities.	Week 13	✓	✓	✓
Task 7: 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 2 (✓ = Unit content covered)	Task 1 Information pack	Task 2 Advertising brochure	Task 3 Sport journal	Task 4 Sport participation
Performance concepts				
development of fundamental movement skills			✓	✓
coordination in individual activities				✓
skills to control an object in modified game situations				✓
basic rules and safety concepts when moving and interacting with others in a variety of activity settings			✓	✓
Health skills and concepts				
communication/interpersonal skills <ul style="list-style-type: none"> • verbal/non-verbal skills to communicate feelings, needs and opinions; and strategies to fairly involve others in activities, including give and take, and seeking help when necessary • passive, assertive and aggressive communication skills in specific situations • introduction to co-operation and collaboration 		✓		
drug education <ul style="list-style-type: none"> • categories of drugs and their effect on the body and behaviour • short and long term effects of alcohol • standard drink measures 	✓			
harm minimisation <ul style="list-style-type: none"> • identifying and managing risk and risky situations • decision-making processes and simple models • support networks – people and places who can support healthy decisions 		✓		