



## STRANDS

The curriculum is organised into two content strands — **Personal, social and community health** and **Movement and physical activity**. Each strand contains content descriptions which are organised under three sub-strands.

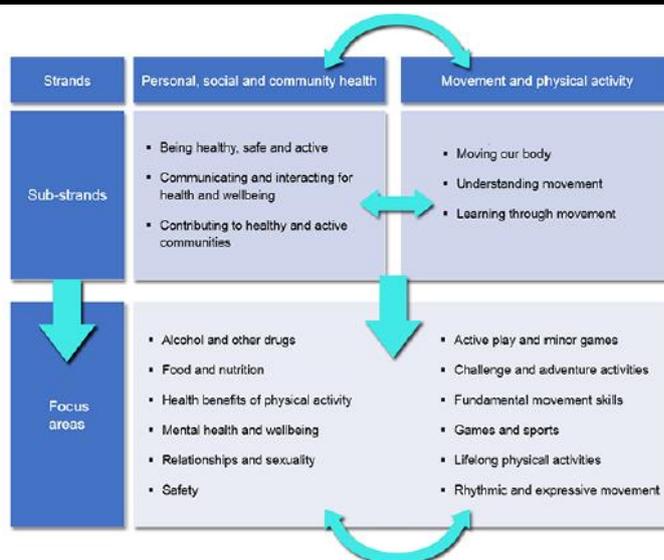


Figure 1: Relationship of curriculum elements

## SUB-STRANDS

### Being healthy, safe and active

The content focuses on supporting students to make decisions about their own health, safety and wellbeing. The content develops the knowledge, understanding and skills to support students to be resilient. It also enables them to access and understand health information and empowers them to make healthy, safe and active choices. In addition, the content explores personal identities and emotions and the contextual factors that influence students' health, safety and wellbeing. Students also learn about the behavioural aspects related to regular physical activity and develop the dispositions required to be an active individual.

### Communicating and interacting for health and wellbeing

The content develops knowledge, understanding and skills to enable students to critically engage with a range of health focus areas and issues. It also helps them apply new information to changing circumstances and environments that influence their own and others' health, safety and wellbeing.

### Contributing to healthy and active communities

The content develops knowledge, understanding and skills to enable students to critically analyse contextual factors that influence the health and wellbeing of communities. The content supports students to selectively access information, products, services and environments to take action to promote the health and wellbeing of their communities.

### Moving our body

The content lays the important early foundations of play and fundamental movement skills. It focuses on the acquisition and refinement of a broad range of movement skills. Students apply movement concepts and strategies to enhance performance and move with competence and confidence. Students develop skills and dispositions necessary for lifelong participation in physical activities.

### Understanding movement

The content focuses on developing knowledge and understanding about how and why our body moves and what happens to our body when it moves. While participating in physical activities, students analyse and evaluate theories, techniques and strategies that can be used to understand and enhance the quality of movement and physical activity performance. They explore the place and meaning of physical activity, outdoor recreation and sport in their own lives and across time and cultures.

### Learning through movement

The content focuses on personal and social skills that can be developed through participation in movement and physical activities. These skills include communication, decision making, problem-solving, critical and creative thinking, and cooperation. The skills can be developed as students work individually and in small groups or teams to perform movement tasks or solve movement challenges. Through movement experiences, students develop other important personal and social skills such as self-awareness, self-management, persisting with challenges and striving for enhanced performance. They also experience the varied roles within organised sport and recreation.

## ICTs

There are a number of ICTs that students will be exposed to within Health and Physical Education. These include: Microsoft Office and Apple Applications, Heart Rate Monitors, Video Recorders and Programs, Blood Glucose Readers, Pedometers, Blood Pressure Monitors and the other multimedia applications used within certain units.

## Assessment

Students will be assessed in both theory and practical classes within the following three areas:

### Acquire

Theory – Identify, examine and compare information

Practical – Practise and demonstrate skills in drill situations

### Apply

Theory – Explore, critique and explain information

Practical – Demonstrate skills in game situations

### Participate

Theory – Working both individually and in group situations, taking part in class discussions and completing set tasks

Practical – Taking part in games, assisting with setting up and packing away. Playing within the rules and regulations of each particular activity/sport

## Year 10 Units

### Semester 1

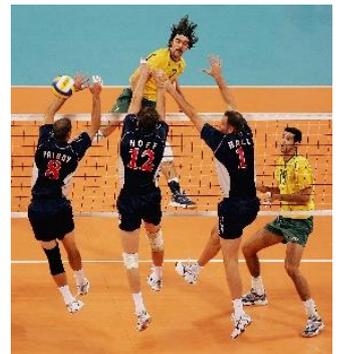
#### PE755 – LEISURE ACTIVITIES

Students will participate in possible activities such as swimming and water games, gym and fitness classes, golf, ten-pin bowling, disc golf, hookey and darts. These activities are often enjoyed by students and can be an excellent way of improving confidence and participation in physical activities. Students will also study various personal and social issues that are evident in today's society and how to develop and maintain positive relationships. They will also research and discuss the equality and integrity in sport today, comparing it with past eras.



#### PE763 – COACHING & SPORTS PSYCHOLOGY (recommended for Senior HPE Study)

This unit focuses on sport psychology, using the sports of volleyball and basketball to integrate this content. Students research and discuss the basic principles and benefits of sport psychology and how to apply them to their own and others' sporting performances. They will also have an opportunity to improve their coaching skills by discussing the importance of different learning styles, skill acquisition, team dynamics and coaching styles. They will experience different coaching techniques and styles that can both improve and hinder the progression of students acquiring and developing skills for particular sports/activities.



#### \*PE797 – EXCELLENCE IN NETBALL (recommended for Senior HPE Study; permission must be given to participate)

This unit focuses on sport psychology, using the sport of netball to integrate this content, with the aim of nurturing the characteristics of students to create future elite sportspeople. This unit provides students with the opportunity to further develop their knowledge and skills of a specific sport whilst learning the characteristics and attitudes required to compete at an elite level. Students research and discuss the basic principles and benefits of sport psychology and how to apply them to their own and others' sporting performances. They will also have an opportunity to improve their coaching skills by discussing the importance of different learning styles, skill acquisition, team dynamics and coaching styles. They will experience different coaching techniques and styles that can both improve and hinder the progression of students acquiring and developing skills for netball.



**\*PE798 – EXCELLENCE IN FUTSAL (recommended for Senior HPE Study; permission must be given to participate)**



This unit focuses on sport psychology, using the sports of futsal and soccer to integrate this content, with the aim of nurturing the characteristics of students to create future elite sports people. This unit provides students with the opportunity to further develop their knowledge and skills of a specific sport whilst learning the characteristics and attitudes required to compete at an elite level. Students research and discuss the basic principles and benefits of sport psychology and how to apply them to their own and others' sporting performances. They will also have an opportunity to improve their coaching skills by discussing the importance of different learning styles, skill acquisition, team dynamics and coaching styles. They will experience different coaching techniques and styles that can both improve and hinder the progression of students acquiring and developing skills for futsal and soccer.

**\*PE799 – EXCELLENCE IN RUGBY LEAGUE (recommended for Senior HPE Study; permission must be given to participate)**

This unit focuses on sport psychology, using the sport of rugby league to integrate this content, with the aim of nurturing the characteristics of students to create future elite sports people. This unit provides students with the opportunity to further develop their knowledge and skills of a specific sport whilst learning the characteristics and attitudes required to compete at an elite level. Students research and discuss the basic principles and benefits of sport psychology and how to apply them to their own and others' sporting performances. They will also have an opportunity to improve their coaching skills by discussing the importance of different learning styles, skill acquisition, team dynamics and coaching styles. They will experience different coaching techniques and styles that can both improve and hinder the progression of students acquiring and developing skills for rugby league.



**Year 10 Units**

**Semester 2**

**PE752 – RACQUET SPORTS**

Racquet Sports is designed to improve hitting skills, hand-eye coordination and fitness while competing in both **squash** and **table tennis**. Students will also undertake an in-depth study of participating and performing in games and sports, investigating rules, skills, along with movement and tactical skills required to participate successfully. They will then analyse these performances in a variety of formats with the aim of producing improvements where required, culminating in the planning and coordination of a modified session which will assist their peers in improving skills in the desired setting.



**PE765 – OUTDOOR RECREATION (recommended for Senior Recreation Study)**



This is a unit which combines fun, skill and outdoor activities to educate and teach students about outdoor education. This unit combines a strong enjoyable practical component with an equally challenging theory component. Practical activities may include kayaking, abseiling and orienteering to name a few. At the completion of this unit students will be fully prepared to undertake a Senior Sport & Recreation Course.

Students must be prepared to undertake an outdoor recreational camp which may involve an overnight stay during the semester. There will be an extra cost associated with this unit, with parents being notified at the commencement of the unit.

**PE767 – SPORTS PHYSIOLOGY & BIOMECHANICS (recommended for Senior HPE Study)**

The aim of this unit is to assist students in the transition process to the Senior Curriculum, specifically in the areas of Health & Physical Education, Biology and Physics. This unit will involve the analysis of energy systems and the application of appropriate training methods for a more effective improvement in performance. Touch football and netball will be used in a practical setting. Students will also evaluate the biomechanical effectiveness of the human body and using the game of golf, study their own and others' performances through photographic and video analysis.

