

# Health and Physical Education - Below satisfactory - Years 9 and 10

## Portfolio summary

This portfolio of student work shows that the student uses health information to propose responses to the issues of nutrition and drink driving (WS2, WS3). The student applies and transfers some movement concepts and strategies and applies limited criteria to judge and refine their own movement skills in handball, bocce, soccer and indoor climbing (WS4, WS5, WS6). The student identifies factors that impact on identities and participation in physical activity by explaining the role that surf lifesaving has played in connecting two diverse communities (WS7). The student can create and use simple criteria to evaluate physical activity interventions and propose a free, teacher-led initiative to improve fitness and physical activity levels of their peers (WS9). They identify emotional responses to a social situation and explain that asking clarifying questions can improve relationships and understanding (WS8). The student can also identify the order in which to apply first aid processes to support a person with a breathing difficulty (WS1).

## Response to stimulus: First aid

### Sample summary

Students participated in a 10-lesson unit on first aid focusing on DRSABCD, EAR, CPR, slings, minor injuries and limb injuries.

Students were asked to apply their knowledge of first aid to a specific scenario. This scenario involved students having to respond to and treat three car accident victims with a variety of injuries.

Students worked individually on their selected scenario.

This assessment task relates to the focus area: safety.

## Achievement standard

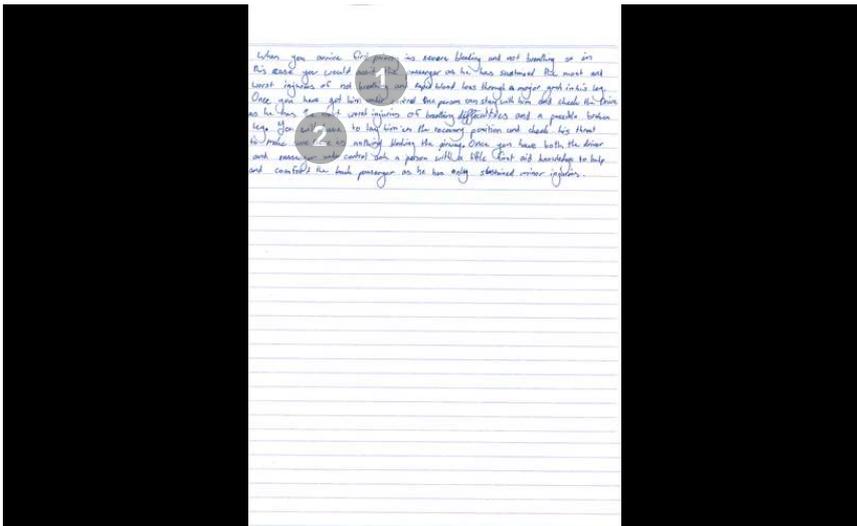
### Learning Area

By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

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apply solutions to movement challenges.

**Response**



**Annotations**

**1 Annotation 1**  
 Makes a decision on  
 the order in which to treat  
 patients

**2 Annotation 2**  
 Demonstrates  
 understanding of how to treat  
 a person with breathing  
 difficulty

**Research report: Health issue**

**Sample summary**

Students participated in a 10-week unit of learning on health promotion.

Students were asked to conduct individual research on a chosen lifestyle behaviour and present their research to inform the community about the consequences of the chosen lifestyle behaviour. Students had to provide justified recommendations for minimising their chosen lifestyle behaviour.

Students had some lesson time and homework time to complete this task.

This assessment task relates to the focus area: food and nutrition.

**Achievement standard**

**Learning Area**

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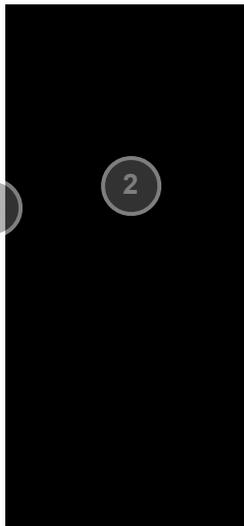
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## Report



Year 9 HPE – Health Promotion Part A – Research Task Research Task Worksheet	
Chosen topic: Nutrition	
<p><b>Definition:</b> What is the lifestyle behaviour you have chosen?</p> <p><b>Brief outline of what will be covered in this report.</b></p> <p><b>Health outcomes:</b> What are the known consequences of the behaviour? What impact does it have on the person's health? Causal or not?</p> <p><b>Statistical data:</b> How common is this lifestyle behaviour among Australians? How prevalent are the health outcomes that are attributed to this behaviour? Future trends: Is the situation getting worse, better or staying the same?</p> <p><b>Evaluating Health Promotion campaigns:</b> What date or period? Which organisations have been used to reduce this lifestyle behaviour? (This could be TV ad campaigns, newspaper programs, social media, etc.) Have they been effective? Why/why not?</p> <p><b>Justified recommendations for reducing this lifestyle behaviour:</b> What initiatives or campaigns can you suggest that would educate young Australians? Your recommendations should have the ultimate aim of reducing the prevalence of the disease. Justify any recommendations by supporting them with research.</p>	<p>Poor nutrition caused by an insufficient, over/efficient, or poorly balanced diet or by a medical condition, such as chronic diarrhoea, resulting in inadequate digestion or utilisation of foods.</p> <p>A poor diet can lead to energy imbalance (e.g., eating more calories than one expends through physical activity) and increase one's risk for overweight and obesity. A poor diet can also increase the risk for lung, oesophageal, stomach, colorectal, and prostate cancers.</p> <p>65% of adults and 75% of children are overweight and obese due to the poor nutrition and unhealthy lifestyle choices in Australia. These numbers have risen dramatically in the past few decades and are still increasing and getting worse.</p> <p>Yes, there are lots of ads out there promoting these poor lifestyle choices and motivating us to get up, get active and start eating healthier and more nutritious foods. In my opinion these ads were effective and made me think about some of my lifestyle choices and eating just that little bit healthier. For example the 'eat it, don't stop it' campaign which informs you to not stop eating and try to eat smaller meals and sitting on the couch for taking the dog for a walk.</p> <p>Just to get out there get involved in sports of doing to school or work ride or walk there an eating smaller portions and don't exercise as much as you can.</p>



## Annotations

- 1 Annotation 1**  
Uses unnamed sources to identify the health consequences of poor nutrition
- 2 Annotation 2**  
Uses unattributed statistics to identify the prevalence of the issue
- 3 Annotation 3**  
Makes an unsubstantiated claim about the prevalence of the issue over time
- 4 Annotation 4**  
Identifies one campaign that has been used to address the issue
- 5 Annotation 5**  
Identifies two proposed responses to the issue

## Written response: Decision-making

### Sample summary

Students participated in a unit about making decisions in relation to issues and challenges that young people might face; for example, drugs, alcohol, or a friend they are worried about.

They were asked to write an evidence-based extended response in relation to a scenario.

Students were given a statement explaining the scenario and a list of suggestions to help focus their writing. They were also provided with a scaffold to help them with the structure of their paragraphs.

This assessment task relates to the focus areas: safety, alcohol and drugs, and mental health and wellbeing.

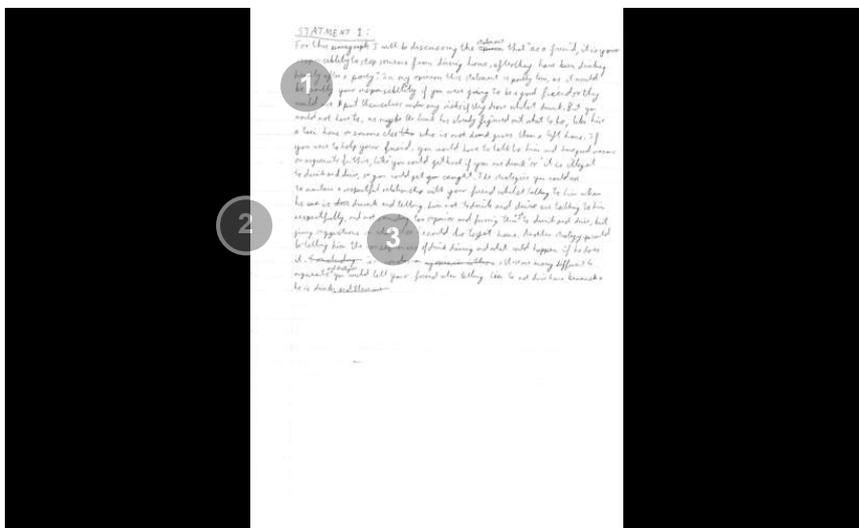
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## Response



## Annotations

- 1
**Annotation 1**  
 Explains they have some responsibility for the safety of others
- 2
**Annotation 2**  
 Analyses respectful communication strategies
- 3
**Annotation 3**  
 Identifies a strategy to support the safety of another person

## Demonstration, verbal and written response: Tactics

### Sample summary

The teacher taught a five-week unit which included striking and fielding, target, net/court and invasion games. Handball was a small part of an overall unit of work which involved students demonstrating their skills and their understanding of tactics.

Students were asked to demonstrate their tactical skill and understanding through three short games of handball, adapting tactics and strategies to a different type of ball for each game. They were also asked to explain their understanding of tactics and strategies by responding to questions from the teacher about the techniques they employed throughout the games.

Students were also asked to provide a written response in relation to tactics and strategies relevant to a sport or game of their choice.

At the beginning of the unit, instructional scaffolding was used to guide and support the development of skills. Over the unit of work, this scaffolding was gradually removed as the skills were understood and able to be performed by the students.

These assessment tasks relate to the focus area: games and sports.

## Achievement standard

### Learning Area

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### Demonstration

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## HPE 910 WS4 Tactics Demonstration B



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*Please note:  
Annotations of below satisfactory achievement in  
this task have been provided in the place of an  
actual student sample to respect the privacy of  
students.*



### Verbal response

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# HPE 910 WS4 Tactics Discussion B



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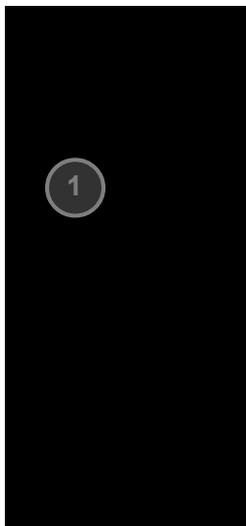


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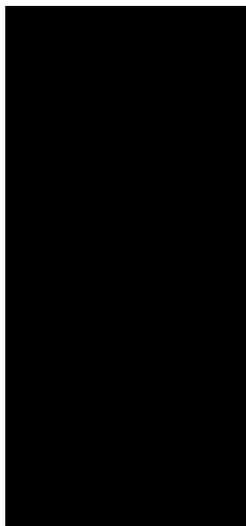
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## Written response



**Target Games**  
**Bocce**  
**Scenario**  
Bocce/Am. Students play in groups of 4. Each student has two coloured Bocce's. The game starts and get their Bocce as close to the kitty as possible. The maximum score they can get is 2 points with the minimum amount being 1 point. They can go through and play 5 rounds and the student with the most points is the winner.  
**Tactics/Questions**  
What are the main tactics for Bocce in order for a player to be successful?  
Explain how these tactics assist you to be successful Bocce player? (think the main tactic is to controlling the ball and aim it as close as where the position is don't want the ball to go over the position or it won't reach the ball.  
List some weaknesses you were able to overcome when playing Bocce? Why were these weaknesses within the game? Or what caused them to be weaknesses? Not putting enough force behind my ball, so it didn't make it close enough. Or that I didn't sometimes put too much power and it would roll straight past the target. I was nervous and didn't know why I didn't know what amount of force to put on the ball.  
**Rule Change 1**  
When facing your go your ball can't touch any of the other players' balls otherwise it is taken out of play.  
Why did this make the game more difficult?  
This made it more difficult because I used to aim for those before as it would let me get closer and hit my opponent's ball. Now I had to change my tactics and game plan.  
Did you change the way you played due to this new rule? What did you differently? What assisted you to be successful? What actions or things did you do that caused you to be unsuccessful?  
Yes it did. I couldn't aim as close as I used to. I had to try make my own path to get close to the target. Being able to put their ball in between on the ball made me successful and not seeing my ball near the path of my opponent's balls. If they were on the right side I would go to left.  
**Rule Change 2**  
When facing your go if you hit another student's ball that removes it from the playing area. I don't.  
Why did this make the game more difficult? I don't think this rule made the game more difficult and liked the rule that was used. This rule could protect me from the attacks from the other players.  
Did you change the way you played due to this new rule? What did you differently? What assisted you to be successful? What actions or things did you do that caused you to be unsuccessful?  
Yes. I am changed my plan from trying to place my ball near the target I just aimed at hitting opponents balls as this would mean I had one less to compete against.



## Annotations

- 1 **Annotation 1**  
Identifies two tactics of playing bocce successfully
- 2 **Annotation 2**  
Identifies one area of game play and its importance
- 3 **Annotation 3**  
Demonstrates an understanding of spatial awareness

## Video analysis: Soccer

## Sample summary

Students undertook a unit of work on indoor soccer over a period of 15 lessons. They developed an understanding of the 5 vs 5 team structure and individual skills, with a focus on dribbling, passing and trapping.

Students were asked to submit a video that demonstrated their knowledge of and ability to apply the following in a competitive game:

- dribble and control the ball
- pass and trap the ball
- shoot at goal
- play a position
- 5 vs 5 team structure.

Students were supported in their development of skills and knowledge through video tutorials, direct instruction (teacher) and small-sided games. Students worked in pairs to collect each other's video evidence and individually edited their footage.

This assessment task relates to the focus area: games and sports.

## Achievement standard

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### Video analysis

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## Demonstration and written reflection: Indoor climbing

### Sample summary

Students were provided with opportunities to develop their skills and knowledge of climbing and belaying at the local indoor climbing facility.

Students were asked to demonstrate their climbing and belaying skills. Following practical and belaying sessions, students were asked to individually reflect on their learning, feelings, leadership, cooperation, decision-making and problem-solving skills.

Multiple learning experiences were provided to cater for all abilities and allow for success in differing ways.

These assessment tasks relate to the focus areas: safety, and challenge and adventure activities.

*Note: Safety guidelines for challenge and adventure activities may vary from site to site. In the example provided, the school did not require a helmet and back-up belayer for each climber.*

### Achievement standard

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## Demonstration



AC HPE 910 WS6 Indoor Climbing Belaying B

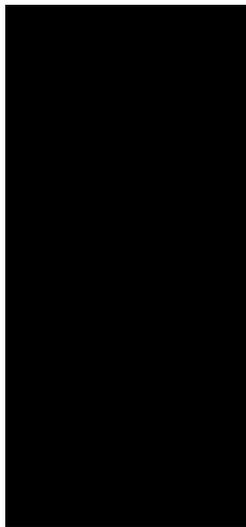
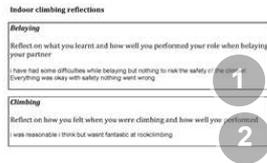
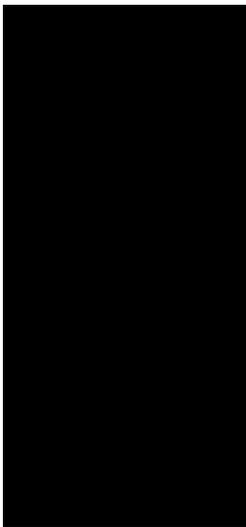
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Annotation:

1. Identifies and uses some appropriate foot and hand holds

## Written reflection



## Annotations

- 1 Annotation 1**  
Recognises safety as a criterion when making a judgement about movement performance
- 2 Annotation 2**  
Makes a judgement about own performance of a specialised movement skill

## Written response: Culture and physical activity

### Sample summary

As part of a broader unit about influences on identities, students explored how stereotypes portrayed within the media and broader society influence the way people perceive the activities they can participate in, the roles they can play in the community and the behaviours they are expected to exhibit.

As part of the unit, students discussed stereotypes associated with Australia’s beach culture; for example, the typical surf lifesaver, surfer, male and female beachgoers. Students explored how these stereotypes were formed and the role that beach activities such as lifesaving and surfing have played in defining the identities of youth.

Students were asked to read a newspaper article about men and women from a Muslim background training as volunteer lifeguards, and respond to questions about stereotypes, diversity and identity.

This assessment task relates to the focus area: lifelong physical activity.

### Achievement standard

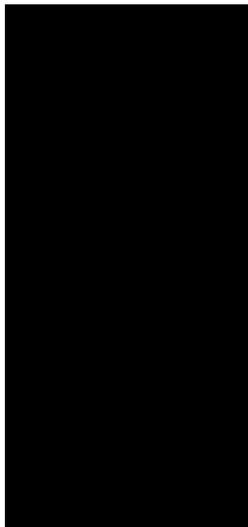
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apply solutions to movement challenges.

## Written response



Culture and physical activity – Year 10

Why do we have Surf Life Savers in Australia?  
To save people who are drowning at the beach.  
1

What qualities do you need to be a good Surf Life Saver?  
You have to be really fit and be able to save people from drowning.  
2

What stereotypes are challenged in the article and how are they challenged?  
3

The lifesaver stereotype because the picture doesn't match. They don't all have blonde hair and wear Speedos.  
4

What role did the On the Same Wave program play in building understanding about diversity and creating community connections on the beach?  
5

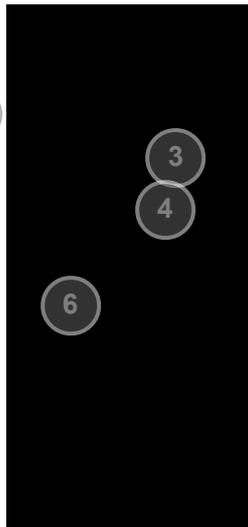
The program tries to create a connection between two communities that are different. They are training people from different cultures to be life savers.  
6

What role have beach activities played in creating an "Australian identity"?  
5

Surfing is very Australian and so is being a life saver.

What contextual factors may have contributed to the formation of the Australian surf life saver stereotype?  
6

The beach and the water and sun hats would contribute to the stereotype.



## Annotations

- 1 **Annotation 1**  
Identifies one important reason for having surf lifesavers
- 2 **Annotation 2**  
Identifies two qualities required by surf lifesavers
- 3 **Annotation 3**  
Identifies and briefly explains how the surf lifesaver stereotype is being challenged
- 4 **Annotation 4**  
Identifies that the program is trying to create connection and increase the diversity of people becoming surf lifesavers
- 5 **Annotation 5**  
Identifies but does not explain a connection between beach culture and Australian life
- 6 **Annotation 6**  
Identifies simple factors that contribute to the surf lifesaver stereotype

## Response to stimulus: Emotional responses

### Sample summary

As part of a unit of work about respectful relationships, students explored how emotional responses can impact on how people interact with each other and the decisions and behaviours they make in a range of situations.

Students were asked to write two different endings to an unfinished story and analyse the contextual factors

that may have led to each character's response and the outcome of each response for Chris and Sam's relationship.

This assessment task relates to the focus area: relationships and sexuality.

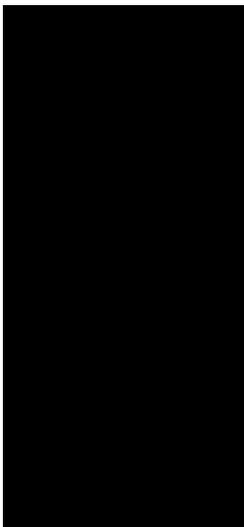
## Achievement standard

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### Response



**Unfinished story – Emotional responses**  
Write two different endings to the below story that reflect how each character's emotions would influence their responses.

**Story 1**

Sam and Chris are best friends and always hang out together. Yesterday afternoon Chris was supposed to go to Sam's house to play video games but didn't turn up. When Sam asked Chris what happened, Chris said he had to go to his Grandma's place for dinner, but when Sam was walking through the playground he heard a couple of other students talking about how Chris had been down the skate park hanging out all afternoon with them. Sam was furious and went over to where Chris was sitting and...

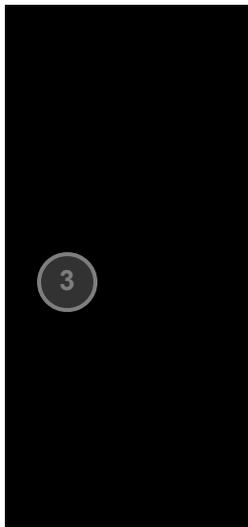
*told Chris exactly what he or she thought of Chris. He capped it and Sam didn't hold back.*

**Story 2**

Sam and Chris are best friends and always hang out together. Yesterday afternoon Chris was supposed to go to Sam's house to play video games but didn't turn up. When Sam asked Chris what happened, Chris said he had to go to his Grandma's place for dinner, but when Sam was walking through the playground he heard a couple of other students talking about how Chris had been down the skate park hanging out all afternoon with them. Sam was upset and went over to where Chris was sitting and...

*quietly said, "you told me you went to your Grandma's place, i was going on." I thought we were friends.*





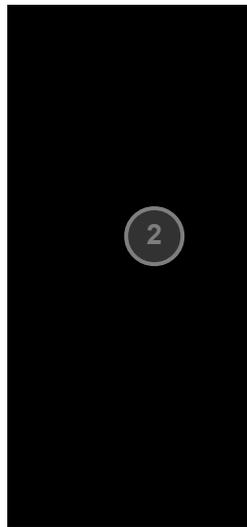
Analyse the contextual factors that may have led to each character's response

1  
 Sam was really angry and tried to hurt Chris as punishment.  
 In the second story Sam asked Chris what was going on.

Evaluate the outcome of each scenario and the impact on Chris and Sam's relationship.

2  
 In the 1st story Sam was angry. He didn't find out the reason why Chris lied.

3  
 In the 2nd story - Sam was able to ask questions and had more chance of finding out what was going on.



## Annotations

- 1 **Annotation 1**  
Identifies an emotional response to a social situation
- 2 **Annotation 2**  
Identifies a possible outcome of each scenario
- 3 **Annotation 3**  
Understands that asking questions is an important part of a successful relationship

# Research and proposal: Physical activity interventions

## Sample summary

As part of a broader unit of work on community-based health and wellbeing interventions, students researched a range of physical activity interventions/initiatives/community events – for example, workplace walking challenges, social media campaigns, targeted programs to increase participation in sport – to review their effectiveness and to identify innovative strategies that may work in their local community. Students were then asked to evaluate two of the interventions using the provided template and use this information to propose their own physical activity intervention for their school or local community.

This assessment task relates to the focus areas: health benefits of physical activity, and lifelong physical activities.

## Achievement standard

### Research and proposal



Physical activity interventions – Evaluation scaffold

1. Identify features of effective community-based physical activity interventions

1  
 Any intervention has to be fun because then the people don't realise they are exercising and it makes it easier. It also has to be free because most people who don't exercise say its because they can't afford to do the gym. Also you don't want to make the exercise too hard because that will make people not want to do it.



## Annotations

- 1 **Annotation 1**  
Identifies simple criteria with which to evaluate the effectiveness of interventions designed to improve activity levels

2. Evaluate two interventions using the criteria above to determine their effectiveness.

Interventions	Features of interventions					Evaluation	
	What is the intervention trying to achieve?	Who's involved and how do they get involved?	What does it cost?	What strategies does the intervention use?	What strategies would work in your local community?		Anything else of interest that you discovered about this intervention
Heart Moves – National Heart Foundation	Help older people get fitter and to increase their social being	They join up to classes and go each week. It is for older people who don't do vigorous activity usually	Depends where you go – different locations have different prices.	Exercise sessions run by qualified people that are specific for older people	Probably wouldn't work as it is because it is for old people and I want to design something for school students.	The older people that do the program like it because they don't feel embarrassed because everyone is the same age and skill.	Make a judgement about the effectiveness of each intervention based on criteria

1

2

3

## Annotations

1 **Annotation 1**  
Accesses credible sources of health information

2 **Annotation 2**  
Describes basic strategies involved in the intervention

3 **Annotation 3**  
Makes a judgement that contradicts the criterion of simplicity

Interventions	Features of interventions					Evaluation	
	What is the intervention trying to achieve?	Who's involved and how do they get involved?	What does it cost?	What strategies does the intervention use?	What strategies would work in your local community?		Anything else of interest that you discovered about this intervention
Let's Move – Michelle Obama's campaign to get American children and families active	Trying to get American kids active and less fat.	Kids at school and the presidents' wife. Just by going onto the website and finding ads of stuff to do.	Its free because its a website that anyone can use.	Brochures and posters information for schools and parents.	Information for schools could be used by my teachers to do new things with their classes and the same net as fitter.	Because its the presidents wife she is important so people might listen to her advice.	I think it would be pretty effective because lots of people like Mrs Obama and they would listen to her advice.

My proposed intervention is:

The PE teachers would run exercise sessions at lunchtime that kids could join in with to get fitter. They could put up posters around the school to tell kids what sessions were running when. They would be free so that kids could afford to go if they wanted to.

4

## Annotations

1 **Annotation 1**  
Provides limited information about the intervention

2 **Annotation 2**  
Applies in a limited way one strategy to their school environment

3 **Annotation 3**  
Acknowledges the role of ambassadors in promoting healthy and active lifestyles

4 **Annotation 4**  
Proposes an intervention based on simple elements of the interventions investigated