

Achievement standard

By the end of Year 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the impact on wellbeing of relationships and respecting diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own and others' health and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Personal, social and community health	Movement and physical activity
<p>Being healthy, safe and active</p> <ul style="list-style-type: none"> ➤ Investigate the impact of transition and change on identities ➤ Evaluate strategies to manage personal, physical and social changes that occur as they grow older ➤ Practise and apply strategies to seek help for themselves or others ➤ Investigate and select strategies to promote health, safety and wellbeing 	<p>Moving our body</p> <ul style="list-style-type: none"> ➤ Use feedback to improve body control and coordination when performing specialised movement skills ➤ Compose and perform movement sequences for specific purposes in a variety of contexts ➤ Practise, apply and transfer movement concepts and strategies
<p>Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none"> ➤ Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing ➤ Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity ➤ Develop skills to evaluate health information and express health concerns 	<p>Understanding movement</p> <ul style="list-style-type: none"> ➤ Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans ➤ Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance ➤ Participate in and investigate the cultural and historical significance of a range of physical activities
<p>Contributing to healthy, safe and active communities</p> <ul style="list-style-type: none"> ➤ Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities ➤ Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities ➤ Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity 	<p>Learning through movement</p> <ul style="list-style-type: none"> ➤ Practise and apply personal and social skills when undertaking a range of roles in physical activities ➤ Evaluate and justify reasons for decisions and choices of action when solving movement challenges ➤ Modify rules and scoring systems to allow for fair play, safety and inclusive participation

Achievement standard

By the end of Year 10, students critically analyse contextual factors that influence their 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.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Personal, social and community health	Movement and physical activity
<p>Being healthy, safe and active</p> <ul style="list-style-type: none"> ➤ Evaluate factors that shape identities, and analyse how individuals impact the identities of others ➤ Examine the impact of changes and transitions on relationships ➤ Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk ➤ Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices 	<p>Moving our body</p> <ul style="list-style-type: none"> ➤ Perform and refine specialised movement skills in challenging movement situations ➤ Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations ➤ Develop, implement and evaluate movement concepts and strategies for successful outcomes
<p>Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none"> ➤ Investigate how empathy and ethical decision making contribute to respectful relationships ➤ Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses ➤ Evaluate and apply health information from a range of sources to health decisions and situations 	<p>Understanding movement</p> <ul style="list-style-type: none"> ➤ Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels ➤ Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences ➤ Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time
<p>Contributing to healthy, safe and active communities</p> <ul style="list-style-type: none"> ➤ Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities ➤ Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments ➤ Critique behaviours and contextual factors that influence the health and wellbeing of their communities 	<p>Learning through movement</p> <ul style="list-style-type: none"> ➤ Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams ➤ Transfer understanding from previous movement experiences to create solutions to movement challenges ➤ Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities

