

**Liverpool Girls’ High School**

*Innovation Excellence Learning*

**PDHPE ~** Stage 5 Course Outline

INTRODUCTION TO PDHPE

The aim of the PDHPE course is to develop students’ capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

COURSE OBJECTIVES AND OUTCOMES

**Strand 1: Self and relationships**

*Students will enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships;*

5.1 analyses how they can support their own and others’ sense of self;

5.2 evaluates their capacity to reflect on and respond positively to challenges;

5.3 analyses factors that contribute to positive, inclusive and satisfying relationships.

**Strand 2: Movement skill and performance**

*Students will move with confidence and competence, and contribute to the satisfying and skilled performance of others;*

5.4 adapts, transfers and improvises movement skills and concepts to improve performance;

5.5 composes, performs and appraises movement in a variety of challenging contexts.

**Strand 3: Individual and community health**

*Students will take actions to protect, promote and restore individual and community health;*

5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people;

5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours;

5.8 critically analyses health information, products and services to promote health.

**Strand 4: Lifelong physical activity**

*Students will participate in and promote enjoyable life-long physical activity;*

5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity;

5.10 adopts roles to enhance their own and others’ enjoyment of physical activity.

**Skills that enhance learning in PDHPE**

*Students will develop and apply the skills that enable them to adopt and promote healthy and active lifestyles;*

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| ***Communicating*** | 5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations; |
| ***Decision Making*** | 5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts; |
| ***Interacting*** | 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives; |
| ***Moving*** | 5.14 confidently uses movement to satisfy personal needs and interests; |
| ***Planning*** | 5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively; |
| ***Problem Solving*** | 5.16 predicts potential problems and develops, justifies and evaluates solutions. |

**Stage 5 PDHPE – Year 9**

**Formal Tasks for Evidence of Learning: Ongoing throughout each semester;**

**Stage 5 PDHPE Year 10**

**Formal Tasks for Evidence of Learning: Ongoing throughout each semester;**

## Personal Development, Health and Physical Education ~ Course Performance Descriptors

### Areas for Assessment

**Self and relationships  
Individual and community health  
Movement skill and performance  
Lifelong physical activity or task**

### Grade A

*A student at this grade typically:*

* shows extensive knowledge, skills and understanding in relation to Stage 5 content.
* evaluates actions that enhance well-being and evaluates plans that promote their capacity to respond positively to challenges.
* evaluates factors and behaviours that contribute to positive, safe and inclusive relationships.
* evaluates the influences on and consequences of health decision-making and displays an extensive understanding of the links between them.
* evaluates strategies and accesses and appraises information, products and services to promote health and safety.
* evaluates influences and barriers to engaging in physical activity or task and applies effective strategies to enhance participation and enjoyment.
* demonstrates highly developed movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.
* displays an extensive understanding of the elements and features of composition when creatively composing, performing and appraising movement.

### Grade B

*A student at this grade typically:*

* shows thorough knowledge, skills and understanding in relation to Stage 5 content.
* analyses actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.
* analyses factors and behaviours that contribute to positive, safe and inclusive relationships.
* analyses the influences on and consequences of health decision-making and displays a thorough understanding of the links between them.
* analyses strategies and accesses and prioritises information, products and services to promote health and safety.
* analyses influences and barriers to engaging in physical activity or task and applies strategies to enhance participation and enjoyment.
* demonstrates proficient movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.
* displays a thorough understanding of the elements and features of composition when composing, performing and appraising movement.

### Grade C

*A student at this grade typically:*

* shows sound knowledge, skills and understanding in relation to Stage 5 content.
* explains actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.
* explains factors and behaviours that contribute to positive, safe and inclusive relationships.
* explains the influences on and consequences of health decision-making and displays a sound understanding of the links between them.
* explains appropriate strategies and accesses information, products and services to promote health and safety.
* explains influences and barriers to engaging in physical activity or task and applies strategies to enhance participation and enjoyment.
* demonstrates sound movement skills in a range of contexts and the capacity to transfer skills to a variety of movement situations.
* displays a sound understanding of the elements and features of composition when composing, performing and appraising movement.

### Grade D

*A student at this grade typically:*

* shows basic knowledge, skills and understanding in relation to Stage 5 content.
* describes actions that enhance well-being and their capacity to respond positively to challenges.
* describes factors and behaviours that contribute to positive, safe and inclusive relationships.
* describes the influences on and consequences of health decision-making and displays a basic understanding of the links between them.
* describes appropriate strategies and accesses information, products and services to promote health and safety.
* describes influences and barriers to engaging in physical activity or task and identifies strategies to enhance participation and enjoyment.
* demonstrates movement skills and concepts to improve performance in a choice of movement situations.
* displays a basic understanding of the elements and features of composition when composing, performing and appraising movement.

### Grade E

*A student at this grade typically:*

* shows elementary knowledge, skills and understanding in relation to Stage 5 content.
* identifies actions that enhance well-being and their capacity to respond positively to challenges.
* identifies some factors and behaviours that contribute to positive, safe and inclusive relationships.
* recognises some of the various influences on health decision-making and predicts some consequences.
* identifies some appropriate strategies, information, products and services to promote health and safety.
* identifies some influences and barriers to engaging in physical activity or task and selects strategies to enhance participation and enjoyment.
* demonstrates some movement skills and concepts to improve performance in predictable movement situations.
* identifies some elements and features of composition when composing, performing and appraising movement.