

# PROFICIENCY SCALE

## PRIORITISED STANDARD(S)

Y9/10. 1082: *Proposes and evaluates interventions to improve fitness and physical activity levels in communities*

Y9/10. 1086: *Applies and transfers movement concepts and strategies to new and challenging movement situations.*

**Essential Learnings – 3, 5**

## AREA: Sports Ed Yr 10 - Practical

<b>4</b>	<b>APPLICATION —</b> <ul style="list-style-type: none"><li>- I consistently demonstrate high level skills in a variety of activities.</li><li>- I consistently apply previously learned skills in a tactical way in game situations.</li></ul>
<b>3.5</b>	<ul style="list-style-type: none"><li>- I can demonstrate high level skills in a variety of activities</li><li>- I can apply a previously learned skill in a tactical way in a game situation</li></ul>
<b>3</b>	<b>LEARNING GOAL (PRIORITISED STANDARD)</b> <ul style="list-style-type: none"><li>- I can demonstrate sound skill levels in a variety of activities</li><li>- I can adapt previously learned skills to new activities.</li></ul>
<b>2</b>	<b>PREREQUISITE SKILLS (INCLUDING VOCABULARY)</b> <ul style="list-style-type: none"><li>- I can demonstrate basic skill levels in some activities.</li><li>- I can identify previously learned skills that are relevant to the new activity.</li></ul>
<b>1</b>	<b>THE SIMPLER STUFF</b> <ul style="list-style-type: none"><li>- With Help I can perform at Score 2.</li></ul>
<b>0</b>	<b>NO UNDERSTANDING</b> <ul style="list-style-type: none"><li>- Even with help, no success.</li></ul>

# PROFICIENCY SCALE

## PRIORITISED STANDARD(S)

*Y9/10. 1087: Applies criteria to make judgements about and refine own and others' specialised movement skills and movement performances.*

**Essential learning: 6**

## AREA: Sports Ed Yr 10 - Feedback

<b>4</b>	<b>APPLICATION —</b> <ul style="list-style-type: none"><li>- I can apply feedback given to improve my own strategies and game play.</li><li>- I can provide positive constructive feedback to peers on strategies and game play.</li></ul>
<b>3.5</b>	<ul style="list-style-type: none"><li>- I can apply feedback given to improve my own strategies and game play.</li><li>- I can provide feedback to peers on strategies and game play</li></ul>
<b>3</b>	<b>LEARNING GOAL (PRIORITISED STANDARD)</b> <ul style="list-style-type: none"><li>- I can apply feedback to refine my own movement skills.</li><li>- I can give feedback to my peers to refine their movement skills.</li></ul>
<b>2</b>	<b>PREREQUISITE SKILLS (INCLUDING VOCABULARY)</b> <ul style="list-style-type: none"><li>- I understand feedback but am yet to refine my own movement skills.</li></ul>
<b>1</b>	<b>THE SIMPLER STUFF</b> <ul style="list-style-type: none"><li>- With Help I can perform at Score 2.</li></ul>
<b>0</b>	<b>NO UNDERSTANDING</b> <ul style="list-style-type: none"><li>- Even with help, no success.</li></ul>

# PROFICIENCY SCALE

## PRIORITISED STANDARD(S)

Y9/10. 1084: Demonstrates leadership, fair play and cooperation across a range of movement and health contexts.

Essential learning: 5

## AREA: Sports Ed Yr 10 – Leadership

<b>4</b>	<b>APPLICATION —</b> <ul style="list-style-type: none"><li>- I can complete all official duties in a fair and ethical manner.</li><li>- I can work cooperatively in a team in all activities.</li><li>- I can demonstrate the qualities of positive leadership.</li><li>- I can demonstrate problem solving skills</li></ul>
<b>3.5</b>	<ul style="list-style-type: none"><li>- I can complete all official duties in a fair and ethical manner.</li><li>- I can work cooperatively in a team in majority of activities</li><li>- I can demonstrate the some of the qualities of positive leadership</li></ul>
<b>3</b>	<b>LEARNING GOAL (PRIORITISED STANDARD)</b> <ul style="list-style-type: none"><li>- I can complete all official duties.</li><li>- I can work cooperatively in a team in a variety of activities.</li><li>- I can demonstrate good sportsmanship in all activities</li><li>- I can demonstrate some of the qualities of a positive leader</li></ul>
<b>2</b>	<b>PREREQUISITE SKILLS (INCLUDING VOCABULARY)</b> <ul style="list-style-type: none"><li>- I can complete some official duties</li><li>- I can work in a team in a variety of activities</li><li>- I can identify the qualities of a positive leader</li></ul>
<b>1</b>	<b>THE SIMPLER STUFF</b> <ul style="list-style-type: none"><li>- With Help I can perform at Score 2.</li></ul>
<b>0</b>	<b>NO UNDERSTANDING</b> <ul style="list-style-type: none"><li>- Even with help, no success.</li></ul>

# PROFICIENCY SCALE

## **PRIORITISED STANDARD(S)**

*Y9/10. 1080: Evaluates the outcomes of emotional responses to different situations.*

*Y9/10. 1081: Accesses, synthesises and applies health information from credible sources to propose and justifies responses to health situations*

*Essential learning 1 & 2*

## **AREA: Relationships & Sexual Health Yr 10**

<b>4</b>	<b>APPLICATION —</b>
	<p>In addition to Score 3;</p> <ul style="list-style-type: none"> <li>- I can critically analyse the factors that influence identities and relationships.</li> <li>- I can investigate issues using credible sources of health information.</li> </ul>
<b>3.5</b>	<p>In addition to Score 3;</p> <ul style="list-style-type: none"> <li>- I can analyse the factors that influence identities and relationships.</li> <li>- I can use multiple different health information to respond appropriately to various scenarios</li> </ul>
<b>3</b>	<b>LEARNING GOAL (PRIORITISED STANDARD)</b>
	<ul style="list-style-type: none"> <li>- I can identify the factors that influence relationships.</li> <li>- I can identify the factors that influence our decisions and behaviours.</li> <li>- I can identify the factors that shape our identities.</li> <li>- I can determine a credible source of health information.</li> <li>- I can use health information to respond appropriately to various scenarios.</li> </ul>
<b>2</b>	<b>PREREQUISITE SKILLS (INCLUDING VOCABULARY)</b>
	<ul style="list-style-type: none"> <li>- I can list the various types of relationships.</li> <li>- I can recall the important characteristics of relationships.</li> <li>- I can identify safe behaviours in various situations.</li> <li>- I can define the term “Identity” and how it relates to relationships.</li> <li>- I can find various sources of health information.</li> </ul>
<b>1</b>	<b>THE SIMPLER STUFF</b>
	<ul style="list-style-type: none"> <li>- With Help I can perform at Score 2.</li> </ul>
<b>0</b>	<b>NO UNDERSTANDING</b>
	<ul style="list-style-type: none"> <li>- Even with help, no success.</li> </ul>

# PROFICIENCY SCALE

## PRIORITISED STANDARD(S)

Y9/10. 1082: Proposes and evaluates interventions to improve fitness and physical activity levels in communities

Y9/10. 1087 - Apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances

Essential Learning 3, 6

## AREA: Fitness (including cross country) Yr 9/10

<b>4</b>	<p style="text-align: center;"><b>APPLICATION —</b></p> <ul style="list-style-type: none"> <li>- I can identify exercises that specifically target certain muscle groups.</li> <li>- I take leadership roles in fitness lessons with the purpose of improving mine and others fitness.</li> <li>- I can identify stretches targeting the major muscle groups.</li> <li>- I can analyse my personal fitness results and set challenging achievable goals.</li> </ul>
<b>3.5</b>	<ul style="list-style-type: none"> <li>- I participate in fitness lessons with the purpose of improving my own fitness.</li> <li>- I can identify major muscle groups.</li> <li>- I can identify stretches for each of the major muscle groups.</li> <li>- I can analyse my personal fitness results and set achievable goals.</li> </ul>
<b>3</b>	<p style="text-align: center;"><b>LEARNING GOAL (PRIORITISED STANDARD)</b></p> <ul style="list-style-type: none"> <li>- I participate in fitness lessons to improve my fitness.</li> <li>- I can identify major muscle groups.</li> <li>- I can analyse my personal fitness results and set goals accordingly.</li> <li>-</li> </ul>
<b>2</b>	<p style="text-align: center;"><b>PREREQUISITE SKILLS (INCLUDING VOCABULARY)</b></p> <ul style="list-style-type: none"> <li>- I participate in fitness lessons.</li> <li>- I can define the attributes of a rigorous physical fitness program.</li> <li>- I can identify some of the major muscle groups.</li> </ul>
<b>1</b>	<p style="text-align: center;"><b>THE SIMPLER STUFF</b></p> <ul style="list-style-type: none"> <li>- I sometimes participate in fitness lessons.</li> <li>- I can describe a physical fitness program.</li> </ul>
<b>0</b>	<p style="text-align: center;"><b>NO UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>- Even with help, no success.</li> </ul>