# Health and movement science Stage 6 (Year 11) – scope and sequence sample B

This resource has been designed to support teachers by providing a range of tasks based on syllabus content and can be modified to suit individual school contexts and procedures as required.

## Outcomes

* interprets meanings, measures and patterns of health experienced by Australians **HM-11-01**
* analyses methods and resources to improve and advocate for the health of young Australians **HM-11-02**
* analyses the systems of the body in relation to movement **HM-11-03**
* investigates movement skills and psychology to improve participation and performance **HM-11-04**
* Collaboration:demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts **HM-11-05**
* Analysis:analyses the relationships and implications of health and movement concepts **HM-11-06**
* Communication:communicates health and movement concepts to audiences and contexts, using a variety of modes **HM-11-07**
* Creative thinking:generates new ideas that are meaningful and relevant to health and movement contexts **HM-11-08**
* Problem-solving: proposes and evaluates solutions to health and movement issues **HM-11-09**
* Research: analyses a range of sources to make conclusions about health and movement concepts **HM-11-10**

## Health and movement science Stage 6 (Year 11) – sample scope and sequence

Table 1 – Health and movement science Stage 6 (Year 11) – scope and sequence sample B

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| Duration | Learning overview | Outcomes | Assessment |
| Term 1 Week 1 – Term 2 Week 150 hours | Health for individuals and communities – Core 1Integrated depth study – The health of Aboriginal and Torres Strait Islander young peoples | **HM-11-01, HM-11-02, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10** | Task one: Health of Aboriginal and Torres Strait Islander young peoplesDue: Term 1 Week 9Weighting: 30%Including formative tasks, not formally assessable |
| Term 2 Week 2 – Term 3 Week 350 hours | The body and mind in motion – Core 2Integrated depth study – The body and mind in motion | **HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10** | Task 2: Energy system analysis or biomechanics practical applicationsDue: Term 2 Week 8Weighting: 30%Including formative tasks, not formally assessable |
| Term 3 Weeks 4–820 hours | Collaborative investigation | **HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10**Knowledge and understanding outcomes dependent on the core content selected | Task 3: Collaborative investigationDue: Term 3 Week 8Weighting: 40% |
| Term 3 Weeks 9–10 | Yearly examinations | **HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10** | Not formally assessable |

## References

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