

Success criteria rubric

The Australian Curriculum: Health and Physical Education outlines the following achievement standards for Year 7 and 8.

By the end of Year 8, students will:

- Investigate strategies and resources to manage changes and transitions and their impact on identities.
- Evaluate the impact on wellbeing of relationships and respecting diversity.
- Analyse factors that influence emotional responses.
- Investigate strategies and practices that enhance their own and others' health and wellbeing.
- Investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.
- Examine the cultural and historical significance of

physical activities and examine how connecting to the environment can enhance health and wellbeing.

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

Available at:

www.australiancurriculum.edu.au/health-and-physical-education/Curriculum/F-10?layout=1#level7-8. [Accessed 29 August 14)]



Playing the Game Year 7-8	Improvement required (rarely shown)	Improvement required (sometimes shown)	Standard (usually shown)	Above standard (always shown)	Well above standard (student can demonstrate all success criteria in a orange or green court environment)
Lesson plan 1	Rarely able to demonstrate the basics of a forehand in a rally. Still developing the basics of a forehand. Rarely able to demonstrate consistency in positioning the body to hit the forehand groundstroke in a rally situation.	Sometimes demonstrates the basics of a forehand with control in a rally. Student performs the forehand with some technique (ready position, backswing, forward swing, contact point and follow through). Sometimes demonstrates consistency in positioning the body to hit the forehand groundstroke in a rally situation.	Usually demonstrates the basics of a forehand and usually demonstrates shot placement with control in a rally. Student performs the forehand with most characteristics of good technique (ready position, backswing, forward swing, contact point and follow through). Usually demonstrates consistency in positioning the body to hit the forehand groundstroke in a rally situation.	Always demonstrates the basics of a forehand and demonstrates shot placement with control in a rally. Student performs the forehand with accuracy and few observable errors in technique. Always able to position the body to hit the forehand groundstroke in a rally situation.	Always demonstrates the basics of a forehand and demonstrates shot placement with control in a rally, using advanced skills and technique. Always able to position the body to hit the forehand groundstroke in a rally situation.
Lesson plan 2	Rarely able to demonstrate the basics of a backhand in a rally. Still developing the basics of a backhand. Rarely able to demonstrate consistency in positioning on court and reading the ball off the racquet.	Sometimes demonstrate the basics of a backhand with control in a rally. Student performs the backhand with some technique (ready position, backswing, forward swing, contact point and follow through). Sometimes demonstrates consistency in positioning on court and reading the ball off the racquet.	Usually demonstrates the basics of a backhand and usually demonstrates shot placement with control in a rally. Student performs the backhand with most characteristics of good technique (ready position, backswing, forward swing, contact point and follow through). Usually demonstrates consistency in positioning on court and reading the ball off the racquet.	Always demonstrate the basics of a backhand and demonstrates shot placement with control in a rally. Student performs the backhand with accuracy and few observable errors in technique. Always able to reposition on court as a result of reading the ball off the racquet.	Always demonstrate the basics of a backhand and demonstrates shot placement with control in a rally, using advanced skills and technique. Always able explain and demonstrate how they read the ball off the racquet.



<p>Lesson plan 3</p>	<p>Rarely able to demonstrate depth of forehand and backhand groundstrokes. Still working on developing the basics of a forehand and backhand.</p> <p>Rarely able to demonstrate consistency with recovery off the ball.</p>	<p>Sometimes demonstrates depth of forehand and backhand groundstrokes. Student performs the forehand and backhand with some technique (ready position, backswing, forward swing, contact point and follow through).</p> <p>Sometimes demonstrates consistency with recovery off the ball.</p>	<p>Usually demonstrates depth of forehand and backhand groundstrokes. Student usually performs the forehand and backhand with good technique (ready position, backswing, forward swing, contact point and follow through).</p> <p>Usually demonstrates consistency with recovery off the ball.</p>	<p>Always demonstrates depth of forehand and backhand groundstrokes, while using advanced skills and technique.</p> <p>Always demonstrates and can explain how to achieve consistency with recovery off the ball.</p>
<p>Lesson plan 4</p>	<p>Rarely able to demonstrate a volley in a game situation. Still working on basics of a volley.</p> <p>Rarely able to direct a volley.</p>	<p>Sometimes able to demonstrate a volley in a game situation. Student performs the volley with some technique.</p> <p>Sometimes able to control the direction of a volley in a game situation.</p>	<p>Usually able to demonstrate a volley in a game situation. Student usually performs the volley with good technique.</p> <p>Usually able to direct a volley in a game situation and understands how this will place pressure on their opponent.</p>	<p>Always able to demonstrate a volley in a game situation. Student also demonstrates advanced volley skills with using different angles to return the volley.</p> <p>Always able to direct a volley to place pressure on opponent e.g. drop volley.</p> <p>Always understands how to construct play to allow an approach to the net.</p>

Lesson plan 5	<p>Rarely able to explain the basics of a serve.</p> <p>Rarely able to explain why or how the consistency of a serve is important to the game situation.</p>	<p>Sometimes able to demonstrate the basics of a serve with consistency. Student performs the serve with some technique</p> <p>Sometimes able to explain how the consistency of a serve is important to the game situation</p>	<p>Usually able to demonstrate the basics of a serve with consistency. Student performs the serve with most characteristics of a good serve.</p> <p>Usually able to explain how the consistency of a serve is important to the game situation.</p>	<p>Always able to demonstrate the basics of a serve and can serve into a designated area with consistency. Student performs the serve with accuracy and few observable errors in technique</p> <p>Always able to explain how they would use their serve to assist in winning a point and performs at least two serves for tactical reasons.</p>	<p>Always able to serve into the serving area with consistency. Student performs the serve with accuracy and few observable errors in technique. Furthermore demonstrates other advanced skills and technique.</p> <p>Always able to explain how they would use their serve to assist in winning a point and performs at least two serves for tactical reasons.</p>
Lesson plan 6	<p>Rarely able to serve into a designated area with accuracy. Still working on basics of serve</p> <p>Rarely able to identify what elements of their serve they need to improve to increase accuracy.</p>	<p>Sometimes able to serve into a designated area with accuracy. Still working on basics of serve.</p> <p>Sometimes able to identify what elements of their serve they need to improve to increase accuracy.</p>	<p>Usually able to serve into a designated area with consistency. Student performs the serve with most characteristics of a good serve.</p> <p>Usually able to identify what elements of their serve they need to improve to increase accuracy in a game situation.</p>	<p>Always able to serve into a designated area with consistency. Student performs the serve with accuracy and few observable errors in technique.</p> <p>Always able identify what elements of their serve they need to improve to increase accuracy in a game situation.</p>	<p>Always able to serve into a designated area with consistency. Student performs the serve with accuracy and few observable errors in technique. Furthermore, demonstrates other advanced skills and technique.</p> <p>Always able to identify what elements of their opponents serve can be improved to increase accuracy.</p>



<p>Lesson plan 7</p>	<p>Rarely able to play a consistent and accurate game of tennis with good technique. Student is focused on making contact with the ball, however rarely keeps the ball in play.</p> <p>Rarely able to explain what defensive or attacking strategies are.</p>	<p>Sometimes displays consistency with playing the game of tennis with good technique. Sometimes able to return the ball over the net with consistency.</p> <p>Sometimes able to explain what defensive or attacking strategies are.</p>	<p>Usually demonstrates the ability to play a game of tennis with good technique, consistency and accuracy. Usually able to select an appropriate shot in a game situation.</p> <p>Usually able to explain and demonstrate what defensive or attacking strategies are.</p>	<p>Always able to play a consistent and accurate game of tennis with good technique. Student plays games with no or few observable errors.</p> <p>Always able to explain and demonstrate what defensive or attacking strategies are and what consequence this play would have on the game.</p>
<p>Lesson plan 8</p>	<p>Rarely able to identify partners strengths and weaknesses and use of this in a game situation.</p> <p>Rarely able to consistently keep the ball in play, student is focused on making contact with the ball.</p> <p>Student is able to participate with a partner with little to no communication.</p>	<p>Sometimes able to identify partners strengths and weaknesses and use of this in a game situation Sometimes able to return the ball over the net with some consistency and keeping the ball in play.</p> <p>Sometimes able to communicate with their partner to increase their winning play in the game situation.</p>	<p>Usually able to identify opponents strengths and weaknesses and use of this in a game situation. Usually able to select an appropriate shot in a game situation.</p> <p>Usually able to identify and communicate with their partner how to increase their winning play in the game situation</p>	<p>Always looks to identify opponent's strengths and weaknesses and uses this in a game situation. Always able to select a strategic shot in a game situation.</p> <p>Always able to identify and communicate with their partner to increase their winning play in the game situation.</p>
<p>Always able to identify opponent's strengths and weaknesses and uses this in a game situation. Always demonstrates a strong ability to counteract the shot played by their opposition with appropriate shot selection in a game situation. Always able to identify partners strengths and weaknesses and uses this in a game situation.</p> <p>Always able to identify and communicate with their partner to increase their winning play in the game situation.</p>				

<p>Lesson plan 9</p>	<p>Rarely able to consistently keep the ball in play, student is focused on making contact with the ball. Understands some rules but rarely scores the game.</p> <p>Rarely able to demonstrate strategy through considered ball placement. Student remains stationary and waits for the ball to come to them.</p>	<p>Sometimes able to return the ball over the net with consistency. Able to score a game of tennis with few mistakes and able to explain some of the rules.</p> <p>Sometimes able to demonstrate strategy through considered ball placement. Student demonstrates some movement around the court.</p>	<p>Usually able to select an appropriate shot in a game situation. Student is able to score a game of tennis and is able to explain all the rules.</p> <p>Usually able to demonstrate strategy through considered ball placement. Student mostly stays on the their toes and moves into an appropriate position to receive the ball.</p>	<p>Always able to score and umpire a game of tennis and understands the rules.</p> <p>Always able to demonstrate strategy through considered ball placement. Student always stays on the their toes and moves into an appropriate position to receive the ball and set up plays.</p>	<p>Always able to score and umpire a game of tennis and understands the rules of the game.</p> <p>Always able to demonstrate strategy through considered ball placement. Student stays on the their toes, and demonstrates a strong ability to counteract the shot played by their opposition with appropriate shot selection in a game situation.</p>
<p>Lesson plan 10</p>	<p>Rarely able to consistently keep the ball in play, student is focused on making contact with the ball</p> <p>Rarely able to adapt in a game situation to increase opportunity for success.</p> <p>Rarely able to identify strengths and weaknesses of their opponent and communicate with their partner.</p>	<p>Student is sometimes able to return the ball over the net with some consistency. Sometimes able to adapt a game situation to increase opportunity for success.</p> <p>Sometimes able to identify strengths and weaknesses of their opponent and communicates this to their partner.</p>	<p>Usually able to select an appropriate shot in a game situation. Usually able to adapt a game situation to increase opportunity for success.</p> <p>Usually able to identify the strengths and weaknesses of their opponent and usually demonstrates set plays or strategies with their partner.</p>	<p>Always able to select an appropriate shot in a game situation. Always able to adapt a game situation to increase opportunity for success.</p> <p>Always able to work collaboratively with a partner to identify strengths and weaknesses and select appropriate set play or strategies.</p>	<p>Always able to select an appropriate shot in a game situation to set up play for the winning shot. Student plays games with no or few observable errors. Always able to adapt a game situation to increase opportunity for success.</p> <p>Always able to work collaboratively with a partner to identify strengths and weaknesses and select appropriate set play or strategies.</p>



Cardio Tennis Year 7-8	Improvement required (rarely shown)	Improvement required (sometimes shown)	Standard (usually shown)	Above standard (always shown)	Well above standard (student can demonstrate all success criteria in a orange or green court environment)
Lesson plan 1	Rarely able to explain how to manipulate an activity to increase intensity and physical performance.	Sometimes able to explain and demonstrate how to manipulate an activity to increase intensity and physical performance.	Usually able to explain and demonstrate how to manipulate an activity to increase intensity and physical performance.	Always able to explain and demonstrate how to manipulate an activity to increase intensity and physical performance. Student can demonstrate and facilitate an activity.	Always able to explain and demonstrate how to manipulate an activity to increase intensity and physical performance. Student leads a group activity confidently.
Lesson plan 2	Rarely able to explain how to modify activities to include all students. Student rarely works with others towards the achievement of the task.	Sometimes able to explain and demonstrate how to modify activities to include all students. Sometimes student works with others towards the achievement of the task but only when prompted to do so.	Usually able to explain and demonstrate how to modify activities to include all students. Usually works well with others towards the achievement of the task.	Always able to explain and demonstrate how to modify activities to include all students. Always works well with others towards the achievement of the task.	Always able to explain and demonstrate how to modify activities to include all students. Always works well and supports others towards the achievement of the task.

Lesson plan 3	Rarely able to explain what type of activities develop specific components of fitness, including cardio-vascular endurance, muscular strength, muscular endurance and flexibility.	Sometimes able to explain and demonstrate what type of activities develop specific components of fitness, including cardio-vascular endurance, muscular strength, muscular endurance and flexibility.	Usually able to explain and demonstrate what type of activities develop specific components of fitness, including cardio-vascular endurance, muscular strength, muscular endurance and flexibility.	Always able to explain and demonstrate what type of activities develop specific components of fitness, including cardio-vascular endurance, muscular strength, muscular endurance and flexibility.	Always able to explain, demonstrate and lead different types of activities that develop specific components of fitness, including cardio-vascular endurance, muscular strength, muscular endurance and flexibility.
Lesson plan 4	Rarely able to explain the different body reactions to physical activities.	Sometimes able to explain the different body reactions to physical activities.	Usually able to explain and demonstrate the different body reactions to physical activities.	Always able to explain and demonstrate the different body reactions to physical activities.	Always able to explain, demonstrate and facilitate discussion of different body reactions to physical activities.
Lesson plan 5	Rarely able to apply strategies, feedback and tactics to enhance performance.	Sometimes able to apply strategies, feedback and tactics to enhance performance.	Usually able to apply strategies, feedback and tactics to enhance performance.	Always able to apply strategies, feedback and tactics to enhance performance.	Always able to apply strategies, feedback and tactics to enhance performance. Consistently works well with others to help students achieve the task.
Lesson plan 6	Rarely able to identify and compare the similarities between different activities.	Sometimes able to identify, demonstrate and compare the similarities between different activities.	Usually able to identify, demonstrate and compare the similarities between different activities.	Always able to identify, demonstrate and compare the similarities between different activities.	Always able to identify, demonstrate and compare the similarities between different activities. Always able to help facilitate each activity.



Lesson plan 7	<p>Rarely able to analyse, evaluate and justify how feedback and choices can change the outcome of an activity.</p> <p>Generally unable to provide positive feedback to peers.</p>	<p>Sometimes able to analyse, evaluate and justify how feedback and choices can change the outcome of an activity.</p> <p>Sometimes understands the difference between negative and positive comments.</p>	<p>Usually able to analyse, evaluate and justify how feedback and choices can change the outcome of an activity.</p> <p>Usually makes occasional positive comments to peers throughout lesson.</p>	<p>Always able to analyse, evaluate and justify how feedback and choices can change the outcome of an activity.</p> <p>Always makes positive comments to peers throughout the lesson to provoke change.</p>	<p>Always able to analyse, evaluate and justify how feedback and choices can change the outcome of an activity.</p> <p>Makes many positive comments throughout lesson to peers and can explain how this positive feedback changes activity outcomes.</p>
Lesson plan 8	<p>Rarely able to explain and demonstrate the difference between visual and kinaesthetic feedback.</p> <p>Rarely able to provide positive feedback to peers.</p>	<p>Sometimes able to explain and demonstrate the difference between visual and kinaesthetic feedback.</p> <p>Sometimes able to demonstrate positive feedback to peers throughout the lesson.</p>	<p>Usually able to explain and demonstrate the difference between visual and kinaesthetic feedback.</p> <p>Usually able to demonstrate positive feedback to peers throughout the lesson.</p>	<p>Always able to explain and demonstrate the difference between visual and kinaesthetic feedback and help others achieve the task.</p> <p>Always able to demonstrate positive feedback to peers throughout the lesson.</p>	<p>Always able to explain and demonstrate the difference between visual and kinaesthetic feedback and help others achieve the task.</p> <p>Always able to demonstrate positive feedback to peers throughout the lesson.</p>
Lesson plan 9	<p>Rarely able to demonstrate the ability to design a quality personal fitness plan.</p>	<p>Sometimes is able to demonstrate how to design a quality personal fitness plan.</p>	<p>Usually able to demonstrate how to design a quality personal fitness plan.</p>	<p>Always able to demonstrate being able to design a quality personal fitness plan.</p>	<p>Always explains and demonstrates how to design a quality personal fitness plan.</p> <p>Student also helps support their partner deliver a quality personal fitness plan.</p>
Lesson plan 10	<p>Rarely able to analyse and evaluate their partners quality personal fitness plan.</p> <p>Rarely able to provide positive feedback to peers.</p>	<p>Sometimes able to analyse and evaluate their partners quality personal fitness plan.</p> <p>Sometimes able to demonstrate positive feedback to peers throughout the lesson.</p>	<p>Usually able to analyse and evaluate their partners quality personal fitness plan.</p> <p>Usually able to demonstrate positive feedback to peers throughout the lesson.</p>	<p>Always able to analyse and evaluate their partners quality personal fitness plan.</p> <p>Always able to demonstrate positive feedback to peers throughout the lesson.</p>	<p>Always able to analyse, evaluate and provide feedback on their partners quality personal fitness plan.</p> <p>Always able to demonstrate positive feedback to peers throughout the lesson.</p>

The Australian Curriculum: Health and Physical Education outlines the following achievement standards for Year 9 and 10.

By the end of Year 10, students:

- Critically analyse contextual factors that influence their identities, relationships, decisions and behaviours.
- Analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing.
- Evaluate the outcomes of emotional responses to different situations.
- Access, synthesise and apply health information from credible sources to propose and justify responses to health situations.
- Propose and evaluate interventions to improve fitness and physical activity levels in their communities.
- Examine the role physical activity has played historically in defining cultures and cultural identities.
- Demonstrate leadership, fair play and cooperation across a range of movement and health contexts.
- Apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.
- Apply and transfer movement concepts and strategies to new and challenging movement situations.
- Apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances.
- Work collaboratively to design and apply solutions to movement challenges.

(Australian Curriculum Assessment and Reporting Authority. 2014. Health and Physical Education).

Available at:

www.australiancurriculum.edu.au/health-and-physical-education/Curriculum/F-10?layout=#level9-10. [Accessed 29 August 14]]



Playing the Game Year 9-10	Improvement required (rarely shown)	Improvement required (sometimes shown)	Standard (usually shown)	Above standard (always shown)	Well above standard (student can demonstrate all success criteria in a orange or green court environment)
Lesson plan 1	<p>Rarely able to demonstrate the basics of a forehand in a rally. Still developing the basics of a forehand.</p> <p>Rarely able to demonstrate consistency through positioning on court in a rally situation.</p>	<p>Sometimes demonstrates the basics of a forehand with control in a rally. Student performs the forehand with some technique (ready position, backswing, forward swing, contact point and follow through).</p> <p>Sometimes demonstrates consistency through positioning on court in a rally situation.</p>	<p>Usually demonstrates the basics of a forehand and usually demonstrates shot placement with control in a rally. Student performs the forehand with most components present (ready position, backswing, forward swing, contact point and follow through).</p> <p>Usually demonstrates consistency through positioning on court in a rally situation.</p>	<p>Always demonstrates the basics of a forehand and always demonstrates shot placement with control in a rally. Student performs the forehand with accuracy and few observable errors in technique.</p> <p>Always able to demonstrate positioning on court in a rally situation.</p>	<p>Always demonstrates the basics of a forehand and always demonstrates shot placement with control in a rally, using advanced skills and technique with accuracy.</p> <p>Always able to demonstrate positioning on court in a rally situation.</p>
Lesson plan 2	<p>Rarely able to demonstrate the basics of a backhand in a rally. Still developing the basics of a backhand.</p> <p>Rarely able to demonstrate improved positioning on the court and reading the ball off the racquet in a rally situation.</p>	<p>Sometimes demonstrates the basics of a backhand with control in a rally. Student performs the backhand with some technique (ready position, backswing, forward swing, contact point and follow through).</p> <p>Sometimes demonstrates improved positioning on the court and reading the ball off the racquet in a rally situation.</p>	<p>Usually demonstrates the basics of a backhand and usually demonstrates shot placement with control in a rally. Student performs the backhand with most components present (ready position, backswing, forward swing, contact point and follow through).</p> <p>Usually demonstrates improved positioning on the court and reading the ball off the racquet in a rally situation.</p>	<p>Always demonstrates the basics of a backhand and always demonstrates shot placement with control in a rally. Student performs the backhand with accuracy and few observable errors in technique.</p> <p>Always able to demonstrate improved positioning on the court and reading the ball off the racquet in a rally situation.</p>	<p>Always demonstrates the basics of a backhand and always demonstrates shot placement with control in a rally, using advanced skills and technique with accuracy.</p> <p>Always able to demonstrate improved positioning on the court and reading the ball off the racquet in a rally situation.</p>
Lesson plan 3	<p>Rarely able to demonstrate depth of forehand and backhand groundstrokes. Still working on developing the basics of a forehand and backhand.</p> <p>Rarely able to demonstrate consistency with positioning on court and recovery in a game situation.</p>	<p>Sometimes demonstrates depth of forehand and backhand groundstrokes. Student performs the forehand and backhand with some technique (ready position, backswing, forward swing, contact point and follow through).</p> <p>Sometimes demonstrates consistency with positioning on court and recovery in a game situation.</p>	<p>Usually demonstrates depth of forehand and backhand groundstrokes. Student performs the forehand and backhand with most components present (ready position, backswing, forward swing, contact point and follow through).</p> <p>Usually demonstrates consistency with positioning on court and recovery in a game situation.</p>	<p>Always demonstrates depth of forehand and backhand groundstrokes, while using advanced skills and technique.</p> <p>Always demonstrates consistency and accuracy with positioning on court and reading the ball off the racquet in a game situation.</p>	<p>Always demonstrates depth of forehand and backhand groundstrokes, while using advanced skills and technique.</p> <p>Always demonstrates consistency and accuracy with positioning on court and reading the ball off the racquet in a game situation.</p>

<p>Lesson plan 4</p>	<p>Rarely able to demonstrate a volley in a game situation. Still working on basic fundamentals of a volley.</p> <p>Rarely able to direct a volley into a specific court area.</p>	<p>Sometimes able to demonstrate a volley in a game situation. Student performs the volley with some technique (ready position, backswing, forward swing, contact point and follow through).</p> <p>Sometimes able to control the direction of a volley in a game situation.</p>	<p>Usually able to demonstrate a volley in a game situation. Student performs the volley with most components present (ready position, backswing, forward swing, contact point and follow through).</p> <p>Usually able to direct a volley in a game situation and understands how this will place pressure on opponent.</p>	<p>Always able to demonstrate a volley in a game situation. Student performs the volley with accuracy and few observable errors in technique.</p> <p>Always able to direct a volley in a game situation to place pressure on opponent.</p>	<p>Always able to demonstrate a volley in a game situation and able demonstrate to other advanced skills and technique.</p> <p>Always able to direct a volley to place pressure on opponent.</p>
<p>Lesson plan 5</p>	<p>Rarely able to serve into a designated area with consistency. Still working on basics of the serve.</p> <p>Rarely able to explain how they would use their serve to assist in winning a point.</p>	<p>Sometimes able to serve into a designated area with consistency. Student performs the serve with some technique (ready position, backswing, forward swing, contact point and follow through).</p> <p>Sometimes able to explain how they would use their serve to assist in winning a point and is working towards demonstrating this.</p>	<p>Usually able to serve into a designated area with consistency. Student performs the serve with most characteristics of a good serve (ready position, backswing, forward swing, contact point and follow through).</p> <p>Usually able to explain how they would use their serve to assist in winning a point and perform at least two serves for tactical reasons.</p>	<p>Always able to serve into a designated area with consistency. Student performs the serve with accuracy and few observable errors in technique.</p> <p>Always able to tactically explain serve selection and apply a range of serves to assist in winning a point.</p>	<p>Always able to serve into a designated area with consistency. Student performs the serve with accuracy and few errors in technique. Further demonstrates other advanced skills in a game situation.</p> <p>Always able to tactically explain serve selection and apply a range of serves to assist a winning point. Able to counteract the shot when receiving a serve.</p>



Lesson plan 6	<p>Rarely able to serve into a designated area with accuracy. Still working on basic fundamentals of a serve.</p> <p>Rarely able to explain how the placement of shots can initiate a point.</p>	<p>Sometimes able to serve into a designated area with accuracy. Still working on basics of serve (ready position, backswing, forward swing, contact point and follow through).</p> <p>Sometimes able to explain how the placement of shots can setup a winning chances.</p>	<p>Usually able to serve into a designated area with consistency. Student performs the serve with most characteristics of a good serve (ready position, backswing, forward swing, contact point and follow through).</p> <p>Usually able to explain how the placement of shots can setup a winning chances.</p>	<p>Always able to serve into a designated area with consistency. Student performs the serve with accuracy and few observable errors in technique.</p> <p>Always able to explain and demonstrate how the placement of shots can initiate a point in a game situation.</p>	<p>Always able to serve into a designated area with consistency. Student performs the serve with accuracy and few errors in technique. Further demonstrates other advanced skills in a game situation.</p> <p>Always able to explain and demonstrate how the placement of shots and strategy can initiate a point in a game situation.</p>
Lesson plan 7	<p>Rarely able to consistently keep the ball in play, student is focused on making contact with the ball Rarely able to demonstrate consistency when playing the game of tennis.</p> <p>Rarely able to explain why decisions of placement were made.</p>	<p>Sometimes able to return the ball over the net with consistency. Demonstrates some consistency in good technique and playing the game of tennis.</p> <p>Sometimes able to explain why decisions of placement were made.</p>	<p>Usually able to select an appropriate shot in a game situation. Usually demonstrates consistency in good technique and playing the game of tennis.</p> <p>Usually able to explain and demonstrate why decisions of placement were made.</p>	<p>Always demonstrates consistency in game of tennis with good technique.</p> <p>Always able to explain and demonstrate why decisions of placement were made and what variations could have been made.</p>	<p>Always able to play a consistent and accurate game of tennis with good technique. Student plays games with no or few observable errors.</p> <p>Always able to explain and demonstrate why decisions of placement were made and what consequence the play would have on the game.</p>
Lesson plan 8	<p>Rarely able to consistently keep the ball in play, student is focused on making contact with the ball.</p> <p>Rarely able to identify opponents strengths and weaknesses and use this in a game situation.</p> <p>Rarely communicates with their partner whilst participating in a doubles game.</p>	<p>Sometimes able to return the ball over the net with consistency and keeps the ball in play. Sometimes able to identify strengths and weaknesses of their opponent and use this in a game situation.</p> <p>Sometimes able to communicate with their partner on how to increase their winning chances in the game situation.</p>	<p>Usually able to select an appropriate shot in a game situation. Usually able to identify opponents strengths and weaknesses and use this in a game situation.</p> <p>Usually able to identify and communicate with their partner on how to increase their winning chances in the game situation.</p>	<p>Always able to select a strategic shot in a game situation. Always looks to identify opponents strengths and weaknesses and use this in a game situation.</p> <p>Always able to identify and communicate with their partner on how to increase their winning chances in the game situation.</p>	<p>Always demonstrates a strong ability to counteract the shot played by the opposition with appropriate shot selection in a game situation. Always able to identify opponents strengths and weaknesses and use this in a game situation.</p> <p>Always able to identify and communicate with their partner how to increase their chances of success in the game situation.</p>

<p>Lesson plan 9</p>	<p>Rarely able to consistently keep the ball in play, student is focused on making contact with the ball. Understands some rules but rarely scores the game.</p> <p>Rarely able to position the ball to put the opponent under pressure and demonstrate strategies during the game. Student remains stationary and waits for the ball to come to them.</p>	<p>Sometimes able to return the ball over the net with some consistency. Able to score a game of tennis with few mistakes and able to explain some of the rules.</p> <p>Sometimes able to position the ball to put the opponent under pressure and demonstrate strategies during the game. Student demonstrates some movement around the court.</p>	<p>Usually able to select an appropriate shot in a game situation. Usually able to score a game of tennis and is able to explain the rules.</p> <p>Usually able to position the ball to put the opponent under pressure and demonstrate strategies during the game. Student mostly stays on the their toes and moves into an appropriate position to receive the ball and set up plays.</p>	<p>Always able to score a game of tennis and understands the rules.</p> <p>Always able to position the ball to put the opponent under pressure and demonstrate strategies during the game. Student stays on their toes and moves towards the ball to position themselves appropriately for the next shot.</p>	<p>Always able to score a game of tennis and understands the rules of the game.</p> <p>Always able to position the ball to put the opponent under pressure and demonstrate strategies during the game. Student stays on their toes, and demonstrates a strong ability to counteract the shot played by the opposition.</p>
<p>Lesson plan 10</p>	<p>Rarely able to consistently keep the ball in play, student is focused on making contact with the ball</p> <p>Rarely able to adapt a game situation to improve their chances of winning point.</p> <p>Rarely able to identify strengths and weaknesses of opponent and communicate this to their partner.</p>	<p>Sometimes able to return the ball over the net with some consistency. Sometimes able to adapt a game situation to improve their chances of winning the point.</p> <p>Sometimes able to identify strengths and weaknesses of opponent and communicate this to their partner.</p>	<p>Usually able to select an appropriate shot in a game situation. Usually able to adapt a game situation to improve their chances of winning the point.</p> <p>Usually able to identify the strengths and weakness of opponent and is starting to demonstrate set plays (defensive and attacking) with their partner.</p>	<p>Always able to select an appropriate shot in a game situation. Always able to adapt a game situation to improve their chances of winning the point.</p> <p>Always able to work collaboratively with a partner to identify strengths and weakness and select appropriate sets of play (defensive and attacking) with their partner.</p>	<p>Always able to select an appropriate shot in a game situation. Student plays game with no or few observable errors.</p> <p>Always able to adapt a game situation to improve their chances of winning the point.</p> <p>Always able to work collaboratively with a partner to identify strengths and weakness and select appropriate sets of play (defensive and attacking) with their partner.</p>



Cardio Tennis Year 9-10	Improvement required (rarely shown)	Improvement required (sometimes shown)	Standard (usually shown)	Above standard (always shown)	Well above standard (student can demonstrate all success criteria in a orange or green court environment)
Lesson plan 1	Rarely able to explain how changes in equipment can alter performance and fitness level.	Sometimes able to explain and demonstrate how changes in equipment can alter performance and fitness level.	Usually able to explain and demonstrate how changes in equipment can alter performance and fitness level.	Always able to explain and demonstrate how changes in equipment can alter performance and fitness level.	Always able to explain, demonstrate and facilitate how changes in equipment can alter performance and fitness level.
Lesson plan 2	Rarely able to identify different aspects of fitness experienced in the lesson.	Sometimes able to identify different aspects of fitness experienced in the lesson.	Usually able to identify different aspects of fitness experienced in the lesson.	Always able to identify different aspects of fitness experienced in the lesson.	Always able to identify, explain and demonstrate different aspects of fitness experienced in the lesson.
Lesson plan 3	Rarely able to identify and use self talk and encouragement to motivate others. Rarely demonstrates positive and encouraging comments to peers throughout the lesson.	Sometimes able to identify and use self talk and encouragement to motivate others. Sometimes makes occasional negative and positive comments to peers throughout the lesson.	Usually able to identify and use self talk and encouragement to motivate others. Usually makes positive comments to peers throughout the lesson.	Always able to identify and use self talk and encouragement to motivate others. Always makes positive comments to peers throughout the lesson.	Always able to identify and facilitate the use of self-talk and encouragement to motivate others. Always provides positive comments to peers throughout the lesson at the appropriate times.
Lesson plan 4	Rarely can explain how to calculate a heart rate and target heart rate zones.	Sometimes can explain and demonstrate how to calculate heart rate and target heart rate zones.	Usually can explain and demonstrate how to calculate heart rate and target heart rate zones.	Always can explain and demonstrate how to calculate heart rate and target heart rate zones.	Always can explain and demonstrate how to calculate their own and others heart rate and target heart rate zones.
Lesson plan 5	Rarely makes modifications to activities to increase inclusivity.	Sometimes makes modifications to activities to increase inclusivity.	Usually makes modifications to activities to increase inclusivity.	Always makes modifications to activities to increase inclusivity.	Always makes modifications to activities to increase inclusivity while ensuring each individual is engaged and challenged.

Lesson plan 6	Rarely identifies situations in movement activities where emotional responses may not be immediately apparent such as non verbal cues and behaviours.	Sometimes identifies and demonstrates situations in movement activities where emotional responses may not be immediately apparent such as non verbal cues and behaviours.	Usually identifies and demonstrates situations in movement activities where emotional responses may not be immediately apparent such as non verbal cues and behaviours.	Always identifies and demonstrates situations in movement activities where emotional responses may not be immediately apparent such as non verbal cues and behaviours.
Lesson plan 7	Rarely demonstrates leadership and teamwork through motivational feedback and encouragement.	Sometimes demonstrates leadership and teamwork through motivational feedback and encouragement.	Usually demonstrates leadership and teamwork through motivational feedback and encouragement.	Always demonstrates and facilitates leadership and teamwork through motivational feedback and encouragement. Always able to support other students through these activities.
Lesson plan 8	Rarely identifies and applies skills and strategies to manage and improve personal fitness outcomes.	Sometimes identifies and applies skills and strategies to manage and improve personal fitness outcomes.	Usually identifies and applies skills and strategies to manage and improve personal fitness outcomes.	Always identifies and applies skills and strategies to manage and improve personal fitness outcomes. Student helps other students to complete the task.
Lesson plan 9	Rarely demonstrates the ability to design a personal fitness plan.	Sometimes demonstrates how to design a personal fitness plan.	Usually demonstrates how to design a personal fitness plan.	Always explains and demonstrates how to design a quality personal fitness plan. Student also supports their partner in their delivery of a quality personal fitness plan.
Lesson plan 10	Rarely demonstrates the ability to provide feedback about their partners personal fitness plan.	Sometimes demonstrates the ability to provide feedback about their partners personal fitness plan.	Usually demonstrates the ability to provide feedback about their partners personal fitness plan.	Always demonstrates and facilitates feedback with others about their partners personal fitness plan.



