

# Prep standard elaborations — Australian Curriculum v9.0: Health and Physical Education

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## Purpose

The standards elaborations (SEs) support teachers to connect curriculum to evidence in assessment so that students are assessed on what they have had the opportunity to learn. The SEs can be used to:

- make consistent and comparable judgments, on a five-point scale, about the evidence of learning in a folio of student work across a year/band
- develop task-specific standards (or marking guides) for individual assessment tasks
- quality assure planning documents to ensure coverage of the achievement standard across a year/band.

## Structure

The SEs have been developed using the Australian Curriculum achievement standard. The achievement standard for Health and Physical Education describes what students are expected to know and be able to do at the end of each year. Teachers use the SEs during and at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate the depth and breadth of their learning.

In Queensland, the achievement standard represents the working with (WW) standard — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are highlighted. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.



**Prep Australian Curriculum: Health and Physical Education achievement standard**

By the end of Foundation<sup>1</sup> students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students identify how health information can be used in their lives. Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. Students identify the benefits of being physically active and how rules make play fair and inclusive.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 9.0 Health and Physical Education for Foundation–10*  
<https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/health-and-physical-education/foundation-year?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>

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<sup>1</sup> Prep in Queensland is the Foundation year of the Australian Curriculum and refers to the year before Year 1.

## Prep Health and Physical Education standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
<b>The folio of student work contains evidence of the following:</b>					
<b>Personal, social and community health</b>	<u>thoroughly</u> describing similarities and differences between themselves and others	<u>detailed</u> describing of similarities and differences between themselves and others	describing similarities and differences between themselves and others	<u>exploring</u> similarities and differences between themselves and others	<u>becoming aware of</u> similarities and differences between themselves and others
	<u>applying knowledge when</u> describing the different emotions people experience	<u>making connections when</u> describing the different emotions people experience	describing the different emotions people experience	<u>exploring</u> the different emotions people experience	<u>becoming aware of</u> the different emotions people experience
	<u>purposefully</u> demonstrating personal and social skills to interact respectfully with others	<u>effectively</u> demonstrating personal and social skills to interact respectfully with others	demonstrating personal and social skills to interact respectfully with others	<u>exploring</u> personal and social skills to interact respectfully with others	<u>becoming aware of</u> personal and social skills to interact respectfully with others
	<u>applying knowledge when</u> identifying and demonstrating protective behaviours and help-seeking strategies to keep themselves safe	<u>making connections when</u> identifying and demonstrating protective behaviours and help-seeking strategies to keep themselves safe	identifying and demonstrating protective behaviours and help-seeking strategies to keep themselves safe	<u>exploring</u> protective behaviours and help-seeking strategies to keep themselves safe	<u>becoming aware of</u> protective behaviours and help-seeking strategies to keep themselves safe
	<u>applying knowledge when</u> identifying how health information can be used in their lives	<u>making connections when</u> identifying how health information can be used in their lives	identifying how health information can be used in their lives	<u>exploring</u> how health information can be used in their lives	<u>becoming aware of</u> how health information can be used in their lives

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Movement and physical activity	purposefully applying fundamental movement skills to manipulate objects and space in a range of movement situations	effectively applying fundamental movement skills to manipulate objects and space in a range of movement situations	applying fundamental movement skills to manipulate objects and space in a range of movement situations	exploring fundamental movement skills to manipulate objects and space in movement situations	becoming aware of fundamental movement skills to manipulate objects and space in movement situations
	applying knowledge when identifying the benefits of being physically active	making connections when identifying the benefits of being physically active	identifying the benefits of being physically active	exploring the benefits of being physically active	becoming aware of the benefits of being physically active
	applying knowledge when identifying how rules make play fair and inclusive.	making connections when identifying how rules make play fair and inclusive.	identifying how rules make play fair and inclusive.	exploring how rules make play fair and inclusive.	becoming aware of how rules make play fair and inclusive.

Key	Shading identifies the qualities or discernible differences in the AP–BA descriptors:
AP	Applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations
MC	Makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and begins to transfer skills to new situations
WW	Works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
EX	Explores the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
BA	Becomes aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; begins to use skills in situations familiar to them



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