

Years 1–2 standard elaborations — Australian Curriculum v9.0: Health and Physical Education

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.



Years 1–2 Australian Curriculum: Health and Physical Education achievement standard

By the end of Year 2, students explain how personal qualities contribute to identities. They describe how emotional responses affect their own and others' feelings. They demonstrate skills and describe strategies required to develop respectful relationships. Students apply protective behaviours and help-seeking strategies to keep themselves and others safe. They explain why health information is important for making choices. Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively. They describe factors that make physical activity beneficial. Students develop and apply rules while collaborating with others in a range of movement contexts.

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/year-2?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0>

Years 1–2 Health and Physical Education standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of student work contains evidence of the following:					
Personal, social and community health	<u>thoroughly</u> explaining how personal qualities contribute to identities	<u>detailed</u> explaining of how personal qualities contribute to identities	explaining how personal qualities contribute to identities	<u>exploring</u> how personal qualities contribute to identities	<u>becoming aware of</u> how personal qualities contribute to identities
	<u>applying knowledge when</u> describing how emotional responses affect their own and others' feelings	<u>making connections when</u> describing how emotional responses affect their own and others' feelings	describing how emotional responses affect their own and others' feelings	<u>exploring</u> how emotional responses affect their own and others' feelings	<u>becoming aware of</u> how emotional responses affect their own and others' feelings
	<ul style="list-style-type: none"> • <u>purposefully</u> demonstrating skills required to develop respectful relationships • <u>thoroughly</u> describing strategies required to develop respectful relationships 	<ul style="list-style-type: none"> • <u>effectively</u> demonstrating skills required to develop respectful relationships • <u>detailed</u> describing of strategies required to develop respectful relationships 	<ul style="list-style-type: none"> • demonstrating skills required to develop respectful relationships • describing strategies required to develop respectful relationships 	<ul style="list-style-type: none"> • <u>exploring</u> skills required to demonstrate respectful relationships • <u>exploring</u> strategies required to develop respectful relationships 	<ul style="list-style-type: none"> • <u>becoming aware of</u> skills required to develop respectful relationships • <u>becoming aware of</u> strategies required to develop respectful relationships
	<u>purposefully</u> applying protective behaviours and help-seeking strategies to keep themselves and others safe	<u>effectively</u> applying protective behaviours and help-seeking strategies to keep themselves and others safe	applying protective behaviours and help-seeking strategies to keep themselves and others safe	<u>exploring</u> protective behaviours and help-seeking strategies to keep themselves and others safe	<u>becoming aware of</u> protective behaviours and help-seeking strategies to keep themselves and others safe
	<u>applying knowledge when</u> explaining why health information is important for making choices	<u>making connections when</u> explaining why health information is important for making choices	explaining why health information is important for making choices	<u>exploring</u> why health information is important for making choices	<u>becoming aware of</u> why health information is important for making choices

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
Movement and physical activity	<ul style="list-style-type: none"> purposefully applying fundamental movement skills in different movement situations applying knowledge when explaining how they move with objects and in space effectively 	<ul style="list-style-type: none"> effectively applying fundamental movement skills in different movement situations making connections when explaining how they move with objects and in space effectively 	<ul style="list-style-type: none"> applying fundamental movement skills in different movement situations explaining how they move with objects and in space effectively 	<ul style="list-style-type: none"> exploring fundamental movement skills in different movement situations exploring how they move with objects and in space 	<ul style="list-style-type: none"> becoming aware of fundamental movement skills in different movement situations becoming aware of how they move with objects and in space
	applying knowledge when describing factors that make physical activity beneficial	making connections when describing factors that make physical activity beneficial	describing factors that make physical activity beneficial	exploring factors that make physical activity beneficial	becoming aware of factors that make physical activity beneficial
	purposefully developing and applying rules while collaborating with others in a range of movement contexts.	effectively developing and applying rules while collaborating with others in a range of movement contexts.	developing and applying rules while collaborating with others in a range of movement contexts.	exploring rules while collaborating with others in a range of movement contexts.	becoming aware of rules while collaborating with others in a range of movement contexts.

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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