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| Years 3–4 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 C 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.

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| Years 3–4 Australian Curriculum: Health and Physical Education achievement standard |
| By the end of Year 4, students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions. They apply skills and strategies to interact respectfully with others. They describe the influences that inclusion and stereotypes have on choices and actions. Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline. They interpret health information to apply strategies to enhance their own and others’ health, safety, relationships and wellbeing. Students apply fundamental movement skills and demonstrate movement concepts across a range of situations. They adapt movement strategies to enhance movement outcomes. Students examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others’ lives. They demonstrate fair play and inclusion through a range of roles in 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-4?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 3–4 Health and Physical Education standard elaborations

|  | A | B | C | D | E |
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|  | The folio of student work contains evidence of the following: |
| Personal, social and community health | purposeful identification of influences that strengthen identities | informed identification of influences that strengthen identities | identification of influences that strengthen identities  | variable identification of influences that strengthen identities | statement/s about influences on identities |
| thorough description of strategies to manage emotions | detailed description of strategies to manage emotions | description of strategies to manage emotions | partial description of strategies to manage emotions | identification of strategies to manage emotions |
| thorough description of strategies to manage changes and transitions | detailed description of strategies to manage changes and transitions | description of strategies to manage changes and transitions | partial description of strategies to manage changes and transitions | identification of strategies to manage changes and transitions |
| purposeful application of skills and strategies to interact respectfully with others | effective application of skills and strategies to interact respectfully with others | application of skills and strategies to interact respectfully with others | variable application of skills and strategies to interact respectfully with others | isolated application of skills and strategies to interact respectfully with others |
| thorough description of the influences that inclusion and stereotypes have on choices and actions | detailed description of the influences that inclusion and stereotypes have on choices and actions | description of the influences that inclusion and stereotypes have on choices and actions | identification of the influences that inclusion and stereotypes have on choices and actions | statement/s about inclusion and stereotypes |
| thorough description and purposeful application of protective behaviours and help-seeking strategies to keep themselves and others safe online and offline | detailed description and effective application of protective behaviours and help-seeking strategies to keep themselves and others safe online and offline | description and application of protective behaviours and help-seeking strategies to keep themselves and others safe online and offline | identification and guided application of protective behaviours and help-seeking strategies to keep themselves and others safe online and offline | statement/s about keeping themselves and others safe online and offline |
| purposeful application of strategies to enhance their own and others’ health, safety, relationships and wellbeing through interpretation of health information | effective application of strategies to enhance their own and others’ health, safety, relationships and wellbeing through interpretation of health information | application of strategies to enhance their own and others’ health, safety, relationships and wellbeing through interpretation of health information | variable application of strategies to enhance their own and others’ health, safety, relationships and wellbeing | isolated application of strategies to enhance their own and others’ health, safety, relationships and wellbeing |
| Movement and physical activity | * purposeful application of fundamental movement skills across a range of situations
* purposeful demonstration of movement concepts across a range of situations
 | * effective application of fundamental movement skills across a range of situations
* effective demonstration of movement concepts across a range of situations
 | * application of fundamental movement skills across a range of situations
* demonstration of movement concepts across a range of situations
 | * variable application of fundamental movement skills across situations
* variable demonstration of movement concepts across situations
 | * isolated application of fundamental movement skills across situations
* isolated demonstration of movement concepts across situations
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| purposeful adaptation of movement strategies to enhance movement outcomes | effective adaptation of movement strategies to enhance movement outcomes | adaptation of movement strategies to enhance movement outcomes | variable adaptation of movement strategies to enhance movement outcomes | isolated adaptation of movement strategies to enhance movement outcomes |
| examination of factors that influence participation and considered proposal of strategies to incorporate regular physical activity into their own and others’ lives | examination of factors that influence participation and informed proposal of strategies to incorporate regular physical activity into their own and others’ lives  | examination of factors that influence participation and proposal of strategies to incorporate regular physical activity into their own and others’ lives | examination of factors that influence participation and partial proposal of strategies to incorporate regular physical activity into their own and/or others’ lives | statement/s about regular physical activity in their own and/or others’ lives |
| purposeful demonstration of fair play and inclusion through a range of roles in movement contexts. | effective demonstration of fair play and inclusion through a range of roles in movement contexts. | demonstration of fair play and inclusion through a range of roles in movement contexts. | variable demonstration of fair play and inclusion through roles in movement contexts. | isolated demonstration of fair play and inclusion through roles in movement contexts. |

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| Key | shading emphasises the qualities that discriminate between the A–E descriptors |

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