

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.



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
The folio of student work contains evidence of the following:					
Personal, social and community health	<u>purposeful</u> identification of influences that strengthen identities	<u>informed</u> identification of influences that strengthen identities	identification of influences that strengthen identities	<u>variable</u> identification of influences that strengthen identities	<u>statement/s about</u> influences on identities
	<u>thorough</u> description of strategies to manage emotions	<u>detailed</u> description of strategies to manage emotions	description of strategies to manage emotions	<u>partial</u> description of strategies to manage emotions	<u>identification</u> of strategies to manage emotions
	<u>thorough</u> description of strategies to manage changes and transitions	<u>detailed</u> description of strategies to manage changes and transitions	description of strategies to manage changes and transitions	<u>partial</u> description of strategies to manage changes and transitions	<u>identification</u> of strategies to manage changes and transitions
	<u>purposeful</u> application of skills and strategies to interact respectfully with others	<u>effective</u> application of skills and strategies to interact respectfully with others	application of skills and strategies to interact respectfully with others	<u>variable</u> application of skills and strategies to interact respectfully with others	<u>isolated</u> application of skills and strategies to interact respectfully with others
	<u>thorough</u> description of the influences that inclusion and stereotypes have on choices and actions	<u>detailed</u> 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	<u>identification</u> of the influences that inclusion and stereotypes have on choices and actions	<u>statement/s about</u> inclusion and stereotypes
	<u>thorough</u> description and <u>purposeful</u> application of protective behaviours and help-seeking strategies to keep themselves and others safe online and offline	<u>detailed</u> description and <u>effective</u> 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	<u>identification</u> and <u>guided</u> application of protective behaviours and help-seeking strategies to keep themselves and others safe online and offline	<u>statement/s about</u> keeping themselves and others safe online and offline

	A	B	C	D	E
	<u>purposeful</u> application of strategies to enhance their own and others' health, safety, relationships and wellbeing through interpretation of health information	<u>effective</u> 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	<u>variable</u> application of strategies to enhance their own and others' health, safety, relationships and wellbeing	<u>isolated</u> application of strategies to enhance their own and others' health, safety, relationships and wellbeing
Movement and physical activity	<ul style="list-style-type: none"> • <u>purposeful</u> application of fundamental movement skills across a range of situations • <u>purposeful</u> demonstration of movement concepts across a range of situations 	<ul style="list-style-type: none"> • <u>effective</u> application of fundamental movement skills across a range of situations • <u>effective</u> demonstration of movement concepts across a range of situations 	<ul style="list-style-type: none"> • application of fundamental movement skills across a range of situations • demonstration of movement concepts across a range of situations 	<ul style="list-style-type: none"> • <u>variable</u> application of fundamental movement skills across situations • <u>variable</u> demonstration of movement concepts across situations 	<ul style="list-style-type: none"> • <u>isolated</u> application of fundamental movement skills across situations • <u>isolated</u> demonstration of movement concepts across situations
	<u>purposeful</u> adaptation of movement strategies to enhance movement outcomes	<u>effective</u> adaptation of movement strategies to enhance movement outcomes	adaptation of movement strategies to enhance movement outcomes	<u>variable</u> adaptation of movement strategies to enhance movement outcomes	<u>isolated</u> adaptation of movement strategies to enhance movement outcomes
	examination of factors that influence participation and <u>considered</u> proposal of strategies to incorporate regular physical activity into their own and others' lives	examination of factors that influence participation and <u>informed</u> 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 <u>partial</u> proposal of strategies to incorporate regular physical activity into their own <u>and/or</u> others' lives	<u>statement/s about</u> regular physical activity in their own and/or others' lives
	<u>purposeful</u> demonstration of fair play and inclusion through a range of roles in movement contexts.	<u>effective</u> 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.	<u>variable</u> demonstration of fair play and inclusion through roles in movement contexts.	<u>isolated</u> demonstration of fair play and inclusion through roles in movement contexts.

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

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