

# Years 5–6 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 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 5–6 Australian Curriculum: Health and Physical Education achievement standard**

By the end of Year 6, students explain how different factors influence identities. They propose strategies to manage emotions, developmental changes and transitions. They propose strategies to demonstrate respect, empathy and inclusion. They explain how stereotypes influence roles and responsibilities. Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. They analyse health information to refine strategies to enhance their own and others' health, safety, relationships and wellbeing. Students refine and modify movement skills and apply movement concepts across a range of situations. They transfer movement strategies between situations and evaluate the impact on movement outcomes. Students propose strategies to promote physical activity participation that enhance health, fitness and wellbeing. They describe contributions they can make as a group and team member to support fair play and inclusion across 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-6?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 5–6 Health and Physical Education standard elaborations

	A	B	C	D	E
<b>The folio of student work contains evidence of the following:</b>					
<b>Personal, social and community health</b>	<u>thorough</u> explanation of how different factors influence identities	<u>effective</u> explanation of how different factors influence identities	explanation of how different factors influence identities	<u>description</u> of different factors that influence identities	<u>statement/s about</u> factors that influence identities
	<u>considered</u> proposal of strategies to manage emotions	<u>informed</u> proposal of strategies to manage emotions	proposal of strategies to manage emotions	<u>variable</u> proposal of strategies to manage emotions	<u>identification</u> of strategies to manage emotions
	<u>considered</u> proposal of strategies to manage developmental changes and transitions	<u>informed</u> proposal of strategies to manage developmental changes and transitions	proposal of strategies to manage developmental changes and transitions	<u>variable</u> proposal of strategies to manage developmental changes and transitions	<u>identification</u> of strategies to manage developmental changes and transitions
	<u>considered</u> proposal of strategies to demonstrate respect, empathy and inclusion	<u>informed</u> proposal of strategies to demonstrate respect, empathy and inclusion	proposal of strategies to demonstrate respect, empathy and inclusion	<u>variable</u> proposal of strategies to demonstrate respect <u>and/or</u> empathy <u>and/or</u> inclusion	<u>identification</u> of strategies to demonstrate respect <u>and/or</u> empathy <u>and/or</u> inclusion
	<u>purposeful</u> explanation of how stereotypes influence roles and responsibilities	<u>effective</u> explanation of how stereotypes influence roles and responsibilities	explanation of how stereotypes influence roles and responsibilities	<u>description</u> of stereotypes, roles and responsibilities	<u>identification</u> of stereotypes, roles and responsibilities
	<u>thorough</u> explanation of how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline	<u>effective</u> explanation of how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline	explanation of how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline	<u>description</u> of communication skills, protective behaviours and help-seeking strategies <u>that</u> keep themselves <u>or</u> others safe online and offline	<u>statement/s about</u> communication skills, protective behaviours <u>and/or</u> help-seeking strategies

	A	B	C	D	E
	<u>thorough</u> analysis of health information to make <u>purposeful</u> refinements to strategies to enhance their own and others' health, safety, relationships and wellbeing	<u>effective</u> analysis of health information to make <u>effective</u> refinements to strategies to enhance their own and others' health, safety, relationships and wellbeing	analysis of health information to make refinements to strategies to enhance their own and others' health, safety, relationships and wellbeing	<u>use of</u> health information to make refinements to strategies to enhance their own and others' health, safety, relationships and wellbeing	<u>use of</u> health information to make <u>basic</u> refinements to strategies to enhance their own or others' health, safety, relationships and wellbeing
Movement and physical activity	<ul style="list-style-type: none"> <li>• <u>considered</u> refinement and modification of movement skills across a range of situations</li> <li>• <u>purposeful</u> application of movement concepts across a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>• <u>informed</u> refinement and modification of movement skills across a range of situations</li> <li>• <u>effective</u> application of movement concepts across a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>• refinement and modification of movement skills across a range of situations</li> <li>• application of movement concepts across a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>• <u>variable</u> refinement and modification of movement skills across situations</li> <li>• <u>variable</u> application of movement concepts across situations</li> </ul>	<ul style="list-style-type: none"> <li>• <u>basic</u> refinement and modification of movement skills across situations</li> <li>• <u>isolated</u> application of movement concepts across situations</li> </ul>
	<ul style="list-style-type: none"> <li>• <u>considered</u> transfer of movement strategies between situations</li> <li>• <u>thorough</u> evaluation of the impact of movement strategies on movement outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• <u>informed</u> transfer of movement strategies between situations</li> <li>• <u>effective</u> evaluation of the impact of movement strategies on movement outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• transfer of movement strategies between situations</li> <li>• evaluation of the impact of movement strategies on movement outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• <u>variable</u> transfer of movement strategies between situations</li> <li>• <u>partial</u> evaluation of the impact of movement strategies on movement outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• <u>isolated</u> transfer of movement strategies between situations</li> <li>• <u>description of</u> movement strategies <u>or</u> movement outcomes</li> </ul>
	<u>considered</u> proposal of strategies to promote physical activity participation that enhance health, fitness and wellbeing	<u>informed</u> proposal of strategies to promote physical activity participation that enhance health, fitness and wellbeing	proposal of strategies to promote physical activity participation that enhance health, fitness and wellbeing	<u>variable</u> proposal of strategies to promote physical activity participation that enhance health, fitness and wellbeing	<u>statement/s about</u> physical activity participation that enhance health, fitness and wellbeing
	<u>thorough</u> description of contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.	<u>detailed</u> description of contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.	description of contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts.	<u>partial</u> description of contributions they can make as a group and team member to support fair play and inclusion in a movement context.	<u>basic</u> description of contributions they can make as a group and team member to support fair play and inclusion in a movement context.

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

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