|  |
| --- |
| Years 7–8 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 7–8 Australian Curriculum: Health and Physical Education achievement standard |
| By the end of Year 8, students analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. They analyse how stereotypes, respect, empathy and valuing diversity influence relationships. Students analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. They analyse health information and messages to propose strategies that enhance their own and others’ health, safety, relationships and wellbeing. Students apply and transfer movement skills and movement concepts across a range of situations. They implement and evaluate the effectiveness of movement strategies on movement outcomes. Students propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. They select, use and refine strategies to support inclusion, fair play and collaboration 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-8?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 7–8 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 | * considered analysis of factors that influence identities, emotions and responses to change * thorough description of strategies to respond to these influences | * informed analysis of factors that influence identities, emotions and responses to change * detailed description of strategies to respond to these influences | * analysis of factors that influence identities, emotions and responses to change * description of strategies to respond to these influences | * description of factors that influence identities, emotions and responses to change * partial description of strategies to respond to these influences | * identification of factors that influence identities, emotions and responses to change * identification of strategies to respond to these influences |
| considered analysis of how stereotypes, respect, empathy and valuing diversity influence relationships | informed analysis of how stereotypes, respect, empathy and valuing diversity influence relationships | analysis of how stereotypes, respect, empathy and valuing diversity influence relationships | description of stereotypes, respect, empathy and/or diversity in relationships | statement/s about stereotypes, respect, empathy and/or diversity in relationships |
| considered analysis of the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline | informed analysis of the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline | analysis of the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline | description of assertive communication strategies, protective behaviours and/or help-seeking strategies applied online and offline | statement/s about communication strategies, protective behaviours and/or help-seeking strategies |
| thorough analysis of health information and messages to propose strategies that enhance their own and others’ health, safety, relationships and wellbeing | informed analysis of health information and messages to propose strategies that enhance their own and others’ health, safety, relationships and wellbeing | analysis of health information and messages to propose strategies that enhance their own and others’ health, safety, relationships and wellbeing | use of health information and messages to propose strategies that enhance their own and others’ health, safety, relationships and/or wellbeing | statement/s about strategies that enhance their own and others’ health, safety, relationships and/or wellbeing |
| Movement and physical activity | purposeful application and transfer of movement skills and movement concepts across a range of situations | effective application and transfer of movement skills and movement concepts across a range of situations | application and transfer of movement skills and movement concepts across a range of situations | variable application and transfer of movement skills and movement concepts across situations | isolated application and transfer of movement skills and movement concepts across situations |
| proficient implementation and thorough evaluation of the effectiveness of movement strategies on movement outcomes | effective implementation and informed evaluation of the effectiveness of movement strategies on movement outcomes | implementation and evaluation of the effectiveness of movement strategies on movement outcomes | variable implementation and description of movement strategies and movement outcomes | isolated implementation and statement/s about movement strategies or movement outcomes |
| * considered proposal of strategies designed to achieve personal health, fitness and wellbeing outcomes * thorough evaluation of strategies designed to achieve personal health, fitness and wellbeing outcomes | * effective proposal of strategies designed to achieve personal health, fitness and wellbeing outcomes * informed evaluation of strategies designed to achieve personal health, fitness and wellbeing outcomes | * proposal of strategies designed to achieve personal health, fitness and wellbeing outcomes * evaluation of strategies designed to achieve personal health, fitness and wellbeing outcomes | * variable proposal of strategies designed to achieve personal health, fitness and/or wellbeing outcomes * description of strategies designed to achieve personal health, fitness and/or wellbeing outcomes | * statement/s about strategies designed to achieve personal health, fitness and/or wellbeing outcomes * statement/s about achieving personal health, fitness and/or wellbeing |
| purposeful selection, use and refinement of strategies to support inclusion, fair play and collaboration across a range of movement contexts. | effective selection, use and refinement of strategies to support inclusion, fair play and collaboration across a range of movement contexts. | selection, use and refinement of strategies to support inclusion, fair play and collaboration across a range of movement contexts. | variable selection, use and refinement of strategies to support inclusion, fair play and/or collaboration across movement contexts. | basic selection, use and refinement of strategies to support inclusion, fair play and/or collaboration across movement contexts. |

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

[](https://www.qcaa.qld.edu.au/copyright) © State of Queensland (QCAA) 2023

**Licence:** <https://creativecommons.org/licenses/by/4.0> **| Copyright notice:** [www.qcaa.qld.edu.au/copyright](https://www.qcaa.qld.edu.au/copyright) — lists the full terms and conditions, which specify certain exceptions to the licence. **|** **Attribution:** (include the link): © State of Queensland ([QCAA](http://www.qcaa.qld.edu.au/copyright)) 2023

Unless otherwise indicated material from Australian Curriculum is © ACARA 2010–present, licensed under CC BY 4.0. For the latest information and additional terms of use, please check the [Australian Curriculum website](https://www.australiancurriculum.edu.au/) and its [copyright notice](http://www.australiancurriculum.edu.au/copyright-and-terms-of-use/).