

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	<ul style="list-style-type: none"> • considered analysis of factors that influence identities, emotions and responses to change • thorough description of strategies to respond to these influences 	<ul style="list-style-type: none"> • informed analysis of factors that influence identities, emotions and responses to change • detailed description of strategies to respond to these influences 	<ul style="list-style-type: none"> • analysis of factors that influence identities, emotions and responses to change • description of strategies to respond to these influences 	<ul style="list-style-type: none"> • description of factors that influence identities, emotions and responses to change • partial description of strategies to respond to these influences 	<ul style="list-style-type: none"> • 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

	A	B	C	D	E
Movement and physical activity	<u>purposeful</u> application and transfer of movement skills and movement concepts across a range of situations	<u>effective</u> 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	<u>variable</u> application and transfer of movement skills and movement concepts across situations	<u>isolated</u> application and transfer of movement skills and movement concepts across situations
	<u>proficient</u> implementation and <u>thorough</u> evaluation of the effectiveness of movement strategies on movement outcomes	<u>effective</u> implementation and <u>informed</u> evaluation of the effectiveness of movement strategies on movement outcomes	implementation and evaluation of the effectiveness of movement strategies on movement outcomes	<u>variable</u> implementation and <u>description</u> of movement strategies <u>and</u> movement outcomes	<u>isolated</u> implementation and <u>statement/s about</u> movement strategies <u>or</u> movement outcomes
	<ul style="list-style-type: none"> • <u>considered</u> proposal of strategies designed to achieve personal health, fitness and wellbeing outcomes • <u>thorough</u> evaluation of strategies designed to achieve personal health, fitness and wellbeing outcomes 	<ul style="list-style-type: none"> • <u>effective</u> proposal of strategies designed to achieve personal health, fitness and wellbeing outcomes • <u>informed</u> evaluation of strategies designed to achieve personal health, fitness and wellbeing outcomes 	<ul style="list-style-type: none"> • proposal of strategies designed to achieve personal health, fitness and wellbeing outcomes • evaluation of strategies designed to achieve personal health, fitness and wellbeing outcomes 	<ul style="list-style-type: none"> • <u>variable</u> proposal of strategies designed to achieve personal health, fitness <u>and/or</u> wellbeing outcomes • <u>description</u> of strategies designed to achieve personal health, fitness <u>and/or</u> wellbeing outcomes 	<ul style="list-style-type: none"> • <u>statement/s about</u> strategies designed to achieve personal health, fitness and/or wellbeing outcomes • <u>statement/s about</u> achieving personal health, fitness and/or wellbeing
	<u>purposeful</u> selection, use and refinement of strategies to support inclusion, fair play and collaboration across a range of movement contexts.	<u>effective</u> 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.	<u>variable</u> selection, use and refinement of strategies to support inclusion, fair play <u>and/or</u> collaboration across movement contexts.	<u>basic</u> 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



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