|  |
| --- |
| Years 9–10 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 9–10 Australian Curriculum: Health and Physical Education achievement standard |
| [By the end of Year 10, students propose and evaluate personal strategies to manage their identities, emotions and responses to change.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/health-and-physical-education/year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/health-and-physical-education/year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [Students propose and justify strategies to manage online and offline situations where their own or others’ health, safety, relationships or wellbeing may be at risk.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/health-and-physical-education/year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They synthesise health information from credible sources to propose and justify strategies to enhance their own and others’ health, safety, relationships and wellbeing.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/health-and-physical-education/year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [Students evaluate and refine their own and others’ movement skills and performances, and apply movement concepts in challenging or unfamiliar situations.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/health-and-physical-education/year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/health-and-physical-education/year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [Students propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/health-and-physical-education/year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) [They apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts.](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/health-and-physical-education/year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0) |
| 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-10?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 9–10 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 proposal and evaluation of personal strategies to manage their identities, emotions and responses to change | informed proposal and evaluation of personal strategies to manage their identities, emotions and responses to change | proposal and evaluation of personal strategies to manage their identities, emotions and responses to change | proposal and description of personal strategies to manage their identities, emotions and/or responses to change | identification of strategies to manage identities, emotions and/or responses to change  |
| considered evaluation of how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships | informed evaluation of how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships | evaluation of how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships | explanation of how attitudes and beliefs about equality, respect, diversity and/or inclusion influence the nature and quality of relationships | statement/s about equality, respect, diversity and/or inclusion in relationships |
| considered proposal and justification of strategies to manage online and offline situations where their own or others’ health, safety, relationships or wellbeing may be at risk | informed proposal and justification of strategies to manage online and offline situations where their own or others’ health, safety, relationships or wellbeing may be at risk | proposal and justification of strategies to manage online and offline situations where their own or others’ health, safety, relationships or wellbeing may be at risk | proposal and description of strategies to manage online and offline situations where their own or others’ health, safety, relationships or wellbeing may be at risk | identification of strategies to manage online and/or offline situations where their own or others’ health, safety, relationships or wellbeing may be at risk |
| considered proposal and justification of strategies to enhance their own and others’ health, safety, relationships and wellbeing through synthesis of health information from credible sources | informed proposal and justification of strategies to enhance their own and others’ health, safety, relationships and wellbeing through synthesis of health information from credible sources | proposal and justification of strategies to enhance their own and others’ health, safety, relationships and wellbeing through synthesis of health information from credible sources | proposal and description of strategies to enhance their own and others’ health, safety, relationships and/or wellbeing through use of health information | identification of strategies to enhance their own and others’ health, safety, relationships and/or wellbeing |
| Movement and physical activity | * considered evaluation and purposeful refinement of their own and others’ movement skills and performances
* purposeful application of movement concepts in challenging or unfamiliar situations
 | * informed evaluation and effective refinement of their own and others’ movement skills and performances
* effective application of movement concepts in challenging or unfamiliar situations
 | * evaluation and refinement of their own and others’ movement skills and performances
* application of movement concepts in challenging or unfamiliar situations
 | * partial evaluation and variable refinement of their own and others’ movement skills and performances
* variable application of movement concepts in challenging or unfamiliar situations
 | * description and basic refinement of their own and others’ movement skills and performances
* isolated application of movement concepts in challenging or unfamiliar situations
 |
| purposeful adaptation and transfer of movement strategies to unfamiliar situations to achieve successful outcomes | effective adaptation and transfer of movement strategies to unfamiliar situations to achieve successful outcomes | adaptation and transfer of movement strategies to unfamiliar situations to achieve successful outcomes | variable adaptation and transfer of movement strategies to unfamiliar situations | isolated adaptation and transfer of movement strategies to unfamiliar situations |
| considered proposal and evaluation of community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others | informed proposal and evaluation of community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others | proposal and evaluation of community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others | proposal and description of community-based physical activity interventions designed to improve the health, fitness and/or wellbeing of themselves and others | identification of community-based physical activity interventions designed to improve health, fitness and/or wellbeing |
| purposeful [application and considered evaluation of leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/health-and-physical-education/year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0). | effective [application and informed evaluation of leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/health-and-physical-education/year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0). | [application and evaluation of leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/health-and-physical-education/year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0). | variable [application and description of leadership approaches, collaboration strategies and/or ethical behaviours across movement contexts](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/health-and-physical-education/year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0). | isolated [application and statement/s about leadership approaches, collaboration strategies and/or ethical behaviours across movement contexts](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/health-and-physical-education/year-10?view=quick&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0). |

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

 © 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/).