

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. They evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. 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. They synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing. Students evaluate and refine their own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations. They adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes. Students propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others. They apply and evaluate leadership approaches, collaboration strategies and ethical behaviours 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-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	<u>considered</u> proposal and evaluation of personal strategies to manage their identities, emotions and responses to change	<u>informed</u> 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 <u>description</u> of personal strategies to manage their identities, emotions <u>and/or</u> responses to change	<u>identification</u> of strategies to manage identities, emotions and/or responses to change
	<u>considered</u> evaluation of how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships	<u>informed</u> 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	<u>explanation</u> of how attitudes and beliefs about equality, respect, diversity <u>and/or</u> inclusion influence the nature and quality of relationships	<u>statement/s about</u> equality, respect, diversity and/or inclusion in relationships
	<u>considered</u> 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	<u>informed</u> 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 <u>description</u> of strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk	<u>identification</u> of strategies to manage online <u>and/or</u> offline situations where their own or others' health, safety, relationships or wellbeing may be at risk
	<u>considered</u> proposal and justification of strategies to enhance their own and others' health, safety, relationships and wellbeing through synthesis of health information from credible sources	<u>informed</u> 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 <u>description</u> of strategies to enhance their own and others' health, safety, relationships <u>and/or</u> wellbeing through use of health information	<u>identification</u> of strategies to enhance their own and others' health, safety, relationships and/or wellbeing

	A	B	C	D	E
Movement and physical activity	<ul style="list-style-type: none"> • <u>considered</u> evaluation and <u>purposeful</u> refinement of their own and others' movement skills and performances • <u>purposeful</u> application of movement concepts in challenging or unfamiliar situations 	<ul style="list-style-type: none"> • <u>informed</u> evaluation and <u>effective</u> refinement of their own and others' movement skills and performances • <u>effective</u> application of movement concepts in challenging or unfamiliar situations 	<ul style="list-style-type: none"> • evaluation and refinement of their own and others' movement skills and performances • application of movement concepts in challenging or unfamiliar situations 	<ul style="list-style-type: none"> • <u>partial</u> evaluation and <u>variable</u> refinement of their own and others' movement skills and performances • <u>variable</u> application of movement concepts in challenging or unfamiliar situations 	<ul style="list-style-type: none"> • <u>description</u> and <u>basic</u> refinement of their own and others' movement skills and performances • <u>isolated</u> application of movement concepts in challenging or unfamiliar situations
	<u>purposeful</u> adaptation and transfer of movement strategies to unfamiliar situations to achieve successful outcomes	<u>effective</u> 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	<u>variable</u> adaptation and transfer of movement strategies to unfamiliar situations	<u>isolated</u> adaptation and transfer of movement strategies to unfamiliar situations
	<u>considered</u> proposal and evaluation of community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others	<u>informed</u> 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 <u>description</u> of community-based physical activity interventions designed to improve the health, fitness <u>and/or</u> wellbeing of themselves and others	<u>identification</u> of community-based physical activity interventions designed to improve health, fitness and/or wellbeing
	<u>purposeful</u> application and <u>considered</u> evaluation of leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts.	<u>effective</u> application and <u>informed</u> evaluation of leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts.	application and evaluation of leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts.	<u>variable</u> application and <u>description</u> of leadership approaches, collaboration strategies <u>and/or</u> ethical behaviours across movement contexts.	<u>isolated</u> application and <u>statement/s about</u> leadership approaches, collaboration strategies and/or ethical behaviours across movement contexts.

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