

# Years 1–2 Health and Physical Education Curriculum and assessment plan

## Example

Level description	Context and cohort considerations
<p>The Years 1–2 curriculum builds on each student’s prior learning. In the early years, priority is given to the development of movement skills, participation in physical activity, and development of safe and healthy personal practices.</p> <p>Through exploration and play, students investigate how health and movement concepts exist and impact their lives and the lives of others. They strengthen dispositions for learning including curiosity, confidence, cooperation, investigation and transfer.</p> <p>Students explore personal qualities and factors that contribute to and influence identities, and understand the importance of assertive behaviour to ensure interactions with others are respectful and safe. As these relationships are formed, students develop an understanding of reciprocal rights and responsibilities, and the ability to see things from other people’s viewpoints.</p> <p>Students strengthen their communication skills by identifying and applying strategies to interact respectfully with others and develop a deeper understanding of how emotions, fairness, diversity and health messages contribute to keeping themselves and others healthy and safe.</p> <p>Through the continued development of fundamental skills, students participate in a range of different physical activities to explore the benefits of each and what they enjoy about them.</p> <p>Students are supported in increasing the range and complexity of their fundamental movement skills. They refine and extend skills learnt in Foundation to include locomotor skills such as rolling, leaping, skipping, galloping and dodging, and object control skills such as striking and kicking objects from the ground or moving towards them.</p> <p>Through participation in active play, small group games and minor games, students apply different ways to move safely, and investigate how to select and apply fundamental movement skills individually, in groups and in teams in a range of movement situations.</p>	<p>Students in Year 1 and Year 2 participate in Health and Physical Education classes twice a week. The units span the entire semester integrating the strands for authentic and meaningful learning experiences. Students develop movement skills, focussing on individual ability.</p> <p>The classroom teacher and specialist Health and Physical Education teacher/s collaborate to teach the content in parallel but allocate and manage individual assessment items.</p>

Unit 1 — Manipulating movement for safety	Unit 2 — Enjoying wellness
<p>Timing: Year 1</p> <p>Duration: 20 weeks</p>	<p>Timing: Year 1</p> <p>Duration: 20 weeks</p>
<p>In this unit, students investigate safety in the context of play and structured movement activities, and in their everyday lives. They explore how protective behaviours and help-seeking strategies contribute to keeping themselves and others safe.</p> <p>Through participation in physical activities and games (e.g. tag, movement stations, obstacle courses, relays) students investigate different ways of moving their body for a purpose. In indoor environments, they practise moving safely with an awareness of space using locomotor skills, e.g. balancing, rolling, walking, galloping, leaping, hopping, skipping. Students experiment with using different body parts to travel in different directions, speeds and levels. They control objects by manipulating equipment to complete a variety of movement challenges.</p> <p>Students apply the fundamental movement skills from indoor environments to physical activities and games in outdoor and natural spaces. They discuss how they move with objects and in space effectively, drawing conclusions about the movements used in outdoor and natural spaces, e.g. which movement skills help control their speed downhill, navigate different terrain like sand or gravel.</p> <p>Through discussion and participation in physical activities and games, students explore steps they could use to help themselves and others stay safe, and consider alternatives for moving safely, e.g. looking in the direction they are going, adjusting their speed, listening to teacher instructions. They address their own and others' safety by explaining their use of safety signs, symbols and rules in activities or games, and investigate where safety signs, symbols and rules are used in everyday life to keep people safe.</p> <p>Through a range of day-to-day scenarios, students use problem-solving skills to roleplay safe decisions in the classroom, the playground, at home and in the community. Students identify where they may not be able to solve problems themselves and recognise the importance of seeking help from their trusted network of people. They revise and update the network of people they identified in Prep (Unit 3 — Body boss) that they can go to for help, and rehearse help-seeking strategies.</p> <p>Building on safety knowledge developed in Prep (Unit 4 — Safety detectives), students explore safety in road and transport environments. Using movement devices (e.g. scooters, scooter boards) to perform a range of movements, navigating courses, interpreting safety signs and directions showing an understanding of the words, 'stop', 'go', 'straight ahead', 'reverse', 'left' or 'right'. Through road and transport roleplay scenarios, students use critical thinking skills to identify the relationships between using protective behaviours (e.g. seatbelts, helmets, stops signs, zebra crossings, crossing supervisors) and help-seeking strategies (e.g. access to emergency services personnel), drawing conclusions to make choices to keep themselves and others safe. Students revise the Danger (D), Response (R), Send (S) for help steps within the DRSABCD action plan, specific to road and transport environments, and rehearse how to call '000' and state their location in familiar places, such as the school address and/or their home address.</p>	<p>Students explore health and wellness and what it means to be healthy. They discover physical, social and emotional benefits of health, and the messages and resources that enhance their own and others' wellbeing. Students explore how food and physical activity can influence health and wellbeing, investigating factors that influence food choices and physical activity participation.</p> <p>Using the Queensland Government <a href="#">Smart Choices: Food and drink spectrum</a>, students explore the role of food and drink categories and how these support bodily growth and maintenance. They investigate enjoyable ways to incorporate distinct foods into their diets, such as trying different food items multiple times and preparing foods in creative ways. Through sensory exploration, students taste, feel and/or smell a variety of green category foods, identifying similarities and differences to encourage the promotion of these foods. They explore how food experiences can evoke a range of emotions and be a source of enjoyment. Students communicate the importance of health information in making food choices that enhance their own and others' wellbeing.</p> <p>Through a range of traditional Aboriginal games and Torres Strait Islander games, using the Australian Government <a href="#">Yulunga Traditional Indigenous Games</a> as a teacher resource, students explore games traditionally played by different Aboriginal peoples and Torres Strait Islander peoples. They gain insight into Country/Place and the unique, place-based adaptations of traditional games within Aboriginal culture and Torres Strait Islander culture (e.g. Apwerte from Warrina in Central Australia, Gorri from the Kimberley region, and Borna Jokee from Western Australia) highlighting the diverse yet connected traditions of these communities across different regions. Through participation and discussion in traditional Aboriginal games and Torres Strait Islander games, students identify enjoyable features (e.g. playing in teams, limited rules, player roles, inclusion) and compare these features with games familiar to them. They consider specific features and their influence on personal preferences, highlighting how games can be modified to suit different environments, making physical activity beneficial for health and wellbeing.</p> <p>Students explore the social and emotional benefits of being physically active through traditional Aboriginal and Torres Strait Islander cultural and spiritual actions. Traditional dance and/or caring for Country/Place provide insights into past and present daily lives of Aboriginal people and Torres Strait Islander people. Students can experience and discuss the social and emotional benefits associated with these actions.</p> <p>Building on these experiences, students explore the emotions associated with participating in physical activities and how these feelings influence their interactions and relationships with others. They practise recognising their own emotions during physical activities and how emotional responses affect their own feelings. In group discussions, students practise demonstrating empathy by recognising and validating their peers' emotions. Students develop various strategies to express their feelings, establishing respectful interactions.</p> <p><b>Note:</b> Through consultation with local Traditional Custodians/First Nations community members, students may be guided and given consent to engage in additional Aboriginal and Torres Strait Islander cultural practices and expressions, e.g., traditional dance, traditional practices that sustain connections to Country/Place.</p>

Unit 1 — Manipulating movement for safety		Unit 2 — Enjoying wellness		
	<b>Assessment 1 — Moving safely</b>	Timing	<b>Assessment 3 — Active Under 8's</b>	Timing
Assessment	Over a series of lessons, students apply fundamental movement skills in different movement situations (e.g. navigating differing levels, surfaces and terrains) in natural and outdoor settings. They describe how they stay safe in different movement situations. <b>Technique:</b> Performance <b>Mode:</b> Practical <b>Conditions:</b> <ul style="list-style-type: none"> <li>observed by teacher during class time</li> </ul>	Term 1, Week 6–10	Students select a traditional Aboriginal and/or Torres Strait Islander game, they experienced in class, to include in their Under 8's day celebrations. They share their activity with the class, describing the factors (e.g. physical, social, emotional) and emotional responses (e.g. happiness, pride, surprise) that make the activity a suitable choice for the event, enhancing their own and others' wellbeing. <b>Technique:</b> Project <b>Mode:</b> Spoken/signed <b>Conditions:</b> <ul style="list-style-type: none"> <li>observed by the teacher during class time</li> </ul>	Term 1, Week 8–10
	<b>Assessment 2 — Road safety</b>	Timing	<b>Assessment 4 — Plenty of 'Green'</b>	Timing
	Students respond to a range of road and transport scenarios applying protective behaviours and help-seeking strategies to keep themselves and others safe. <b>Technique:</b> Performance <b>Mode:</b> Practical <b>Conditions:</b> <ul style="list-style-type: none"> <li>observed by the teacher during class time</li> </ul>	Term 2, Week 6–10	Students describe the purpose of categorising foods into coloured groups (e.g. red, amber, green) based on their nutritional value and explain how this promotes healthy eating choices. <b>Technique:</b> Investigation <b>Mode:</b> Spoken/signed <b>Conditions:</b> <ul style="list-style-type: none"> <li>observed by the teacher during class time</li> </ul>	Term 2, Week 6–10
Achievement standard	By the end of Year 2, students explain how personal qualities contribute to identities. They describe how emotional responses affect their own and others' feelings. They demonstrate skills and describe strategies required to develop respectful relationships. <u>Students apply protective behaviours and help-seeking strategies to keep themselves and others safe.</u> They explain why health information is important for making choices. <u>Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively.</u> They describe factors that make physical activity beneficial. Students develop and apply rules while collaborating with others in a range of movement contexts.		By the end of Year 2, students explain how personal qualities contribute to identities. <u>They describe how emotional responses affect their own and others' feelings.</u> They demonstrate skills and describe strategies required to develop respectful relationships. Students apply protective behaviours and help-seeking strategies to keep themselves and others safe. <u>They explain why health information is important for making choices.</u> Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively. <u>They describe factors that make physical activity beneficial.</u> Students develop and apply rules while collaborating with others in a range of movement contexts.	
Moderation	<b>Calibration:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.		<b>Consensus:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.	

Unit 3 — Our caring classroom community	Unit 4 — Play by the rules
<p>Timing: Year 2</p> <p>Duration: 20 weeks</p>	<p>Timing: Year 2</p> <p>Duration: 20 weeks</p>
<p>In this unit, students investigate personal qualities that contribute to and influence identities. They explore other people's identities and viewpoints and demonstrate practices for respectful interactions. When observing their peers demonstrate movement skills, students practise appreciating the efforts of others, making connections in compassion and empathy skills introduced in Unit 2 — Enjoying wellness.</p> <p>Students explore ethical concepts through characters in texts who demonstrate respect and cooperation, identifying the similarities and differences between values such as caring, compassion and empathy and how these traits contribute to building respectful relationships. Through roleplay scenarios, they practise social management skills, demonstrating appropriate verbal and non-verbal skills, e.g. active listening. Students identify their rights and responsibilities in the classroom (e.g. taking turns to share ideas, sharing classroom materials) and work together to create a list of classroom rules and discussing their importance.</p> <p>Students build on the fundamental movement skill of catching/capturing during active play and minor games (e.g. captain ball, balloon toss, blanket ball) persevering when challenging individual abilities. They develop personal and social skills, practising effective communication strategies to give constructive feedback, contributing to respectful interactions with their peers. Students identify how peer support and positive interactions foster a supportive environment and contribute to their positive self-esteem and identity.</p> <p>They identify the personality traits these movement experiences highlighted and think about how these factors shape their identity, e.g. being a team player, reinforcing their self-esteem and sense of belonging. Students identify their individual strengths, making connections to animal characteristics, e.g. hardworking like a bee, courageous like a lion. They describe how these strengths contribute to their identity by exploring how personal factors (e.g. family, culture, peers) influence their sense of self (e.g. parents that emphasise hard work) may influence determination and resilience.</p> <p>Through rhythmic and expressive activities, students visually express their identity with movements that represent their personal qualities, e.g. strong powerful movements express confidence. They explore fundamental movement skills (e.g. leaping, hopping, skipping) and how they can be composed and performed in response to various stimuli, including equipment, beats and sounds. They enhance their expression by controlling different types of equipment (e.g. ribbons, scarves, hoops) and using various parts of their bodies, while also navigating space. To foster a positive and supportive environment, students participate in a kindness campaign where they observe classmates' performances, in small groups, writing appreciation sticky notes of their peer's creativity and effort celebrating each other's unique qualities and contribution.</p> <p>Students identify behaviours that can cause hurt or harm, including verbal and physical bullying, through stories or videos showing differing individual perspectives and how they are expressed. They develop social awareness capabilities by identifying how they think each character feels and why. Students participate in roleplay activities to practise ways (e.g. negotiation and compromise) they can develop relationships with differing opinions and how personal qualities, such as empathy, lead to successful outcomes in resolving conflicts.</p>	<p>In this unit, students build on ethical concepts and perspectives and personal and social capabilities developed over the band. They continue to practise respectful interactions in movement activities and play, applying rules that contribute to fair play and inclusion. By working collaboratively, they foster a supportive environment to practise applying protective behaviours and help seeking strategies in scenarios, keeping themselves and others safe.</p> <p>Students explore stories and videos where people use protective behaviours e.g. consent. Through a range of roleplay scenarios, they practise applying protective behaviours by giving or refusing consent respectfully, replying assertively with 'Yes' or 'No', while using non-verbal body cues and gestures. Students develop social and emotional awareness by exploring help-seeking strategies, e.g. buddy system, help-seeking chart, teacher assistance. They navigate individual and group decision-making skills, to identify when to seek help after problems become too much to manage by themselves.</p> <p>Students work collaboratively when participating in physical activities (e.g. turn-taking, sharing equipment), practising giving and denying consent (e.g. denying consent to request a change of equipment, giving consent for a student to join an activity) and using conflict resolution strategies (e.g. negotiation and compromise) that contribute to respectful interactions.</p> <p>Using the Australian Government <a href="#">Playing for Life</a> and <a href="#">Sports Ability</a> as teacher resources, students explore small group games, focusing on the fundamental movement skills kicking, striking, propelling, e.g. two hands, one hand, using tools/aids. Using a range of equipment (e.g. footballs, soccer balls, balloons, racquets, noodles, large soft balls) they apply skills in various contexts such as, individually (e.g. target games and dribbling drills), in groups (e.g. pass and move, circle drop punt kick), or as part of a team (e.g. small-sided soccer game, rounders). Students review their right and others' rights to participate regardless of differences in abilities and their responsibility to interact with others in a fair and respectful way. They apply critical thinking skills to select a range of equipment to match and/or challenge abilities, when applying skills to games of increasing complexity.</p> <p>Students explore how the Paralympic Games celebrate inclusivity and adapt rules to accommodate a range of abilities. They investigate the concept of inclusion by reflecting on games and activities that made them feel included and what made the activities inclusive. Students discuss actions they can take to show understanding and compassion towards others in different settings such as at home and in the community.</p> <p>They describe how to include others in games, during movement lessons, by using creative thinking skills to co-construct changes to rules for a fair and more inclusive game. Students explore how inclusion and fairness influence physical activity participation, contributing to keeping themselves and others healthy. They roleplay and discuss ethical decisions about inclusion and fairness in sport, e.g. participation of players of varying abilities in teams, winning at any cost.</p>


Unit 3 — Our caring classroom community		Unit 4 — Play by the rules		
	<b>Assessment 5 — Respectful expressions</b>	Timing	<b>Assessment 6 — Confident choices</b>	
Assessment	<p><b>Part A:</b> Students apply fundamental movement skills in a choreographed sequence of movements to express personal qualities. They explain how their movements communicate their identity. <b>Technique:</b> Performance <b>Mode:</b> Practical <b>Conditions:</b></p> <ul style="list-style-type: none"> <li>administered over several lessons</li> <li>spoken/signed, 1 minute (explanation)</li> <li>prompts may also be provided to support student responses</li> </ul> <p><b>Part B:</b> Students demonstrate skills and describe strategies required to develop respectful relationships when observing peer performances and/or responding to class activities. <b>Technique:</b> Performance <b>Mode:</b> Practical <b>Conditions:</b></p> <ul style="list-style-type: none"> <li>administered over several lessons</li> <li>spoken/signed, 1 minute (group interview)</li> <li>prompts may also be provided to support student responses</li> </ul>	Term 2, Week 4–10	<p>Students roleplay a range of scenarios applying consent protective behaviours, seeking, giving and denying consent assertively, including non-verbal body cues and gestures. They make decisions about how to apply help-seeking strategies (e.g. buddy system, help-seeking chart, teacher help) to keep themselves and others safe. <b>Technique:</b> Performance <b>Mode:</b> Practical <b>Conditions:</b></p> <ul style="list-style-type: none"> <li>observed by the teacher during class time</li> </ul>	Timing
				<b>Assessment 7 — Play fair, play together</b>
			<p>Over a series of lessons, students select a small group game. They work in groups to construct and trial rule changes, for a more equitable and more inclusive version. <b>Technique:</b> Project <b>Mode:</b> Spoken/signed <b>Conditions:</b></p> <ul style="list-style-type: none"> <li>administered over several lessons</li> <li>observed by the teacher during class time</li> </ul>	Term 2, Week 6–10
Achievement standard	By the end of Year 2, students explain how personal qualities contribute to identities. They describe how emotional responses affect their own and others' feelings. They demonstrate skills and describe strategies required to develop respectful relationships. Students apply protective behaviours and help-seeking strategies to keep themselves and others safe. They explain why health information is important for making choices. Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively. They describe factors that make physical activity beneficial. Students develop and apply rules while collaborating with others in a range of movement contexts.		By the end of Year 2, students explain how personal qualities contribute to identities. They describe how emotional responses affect their own and others' feelings. They demonstrate skills and describe strategies required to develop respectful relationships. Students apply protective behaviours and help-seeking strategies to keep themselves and others safe. They explain why health information is important for making choices. Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively. They describe factors that make physical activity beneficial. Students develop and apply rules while collaborating with others in a range of movement contexts.	
Moderation	<b>Consensus:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.		<b>Calibration:</b> Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the subject.	

Content descriptions	Units				Content descriptions	Units			
Personal, social and community health	1	2	3	4	Movement and physical activity	1	2	3	4
<b>Identities and change</b> describe their personal qualities and those of others, and explain how they contribute to developing identities AC9HP2P01	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>Moving our bodies</b> practise fundamental movement skills and apply them in a variety of movement situations AC9HP2M01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Interacting with others</b> identify and explore skills and strategies to develop respectful relationships AC9HP2P02	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness AC9HP2M02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
identify how different situations influence emotional responses AC9HP2P03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Making active choices</b> participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable AC9HP2M03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
practise strategies they can use when they need to seek, give or deny permission respectfully AC9HP2P04	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>Learning through movement</b> co-construct and apply rules to promote fair play in a range of physical activities AC9HP2M04	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Making healthy and safe choices</b> identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe AC9HP2P05	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	apply strategies to work collaboratively when participating in physical activities AC9HP2M05	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
investigate a range of health messages and practices in their community and discuss their purposes AC9HP2P06	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

Focus areas	1	2	3	4
Alcohol and other drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food and nutrition	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health benefits of physical activity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health and wellbeing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships and sexuality	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Active play and minor games	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Challenge and adventure activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fundamental movement skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Games and sports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lifelong physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhythmic and expressive activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

General capabilities	Units			
	1	2	3	4
Critical and creative thinking	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Units			
	1	2	3	4
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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