

Years 3–4 Health and Physical Education Curriculum and assessment plan

Example

Level description	Context and cohort considerations (if applicable)
<p>The Years 3–4 curriculum builds on each student’s prior learning. During this time, students are further developing their understanding of themselves and others, and the changing world in which they live.</p> <p>Through health and movement contexts, students develop personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making.</p> <p>Students explore personal and social factors and refine skills that support and contribute to their identities and emotional responses in various situations. They develop strategies for managing the physical, emotional and social changes and transitions they may experience as they grow older. As they continue to build relationships, they develop an understanding of the importance of empathy, diversity, respect and inclusion in initiating and maintaining respectful relationships.</p> <p>As students enhance their capacity to take responsibility for their health and wellbeing, they examine health messages and factors that motivate or inhibit healthy and safe choices about physical activity and health behaviours.</p> <p>Students develop greater proficiency across the range of fundamental movement skills by building on previous learning. They practise and refine the skills introduced in the early years and transfer them to unfamiliar movement situations.</p> <p>Students combine different movement skills in game-like situations to create more complex movement patterns and sequences. Through exploration of, and participation in, a variety of physical activities, students further develop their knowledge about movement, how the body moves and the benefits of regular physical activity.</p>	<p>Students in Years 3 and 4 participate in Health and Physical Education classes twice per week. Units are designed to integrate content from the Personal, social, and community health strand and the Movement and physical activity strand, enabling authentic and meaningful learning experiences. Movement skill development is tailored to support individual progress, with a focus on building confidence.</p> <p>Classroom teachers and/or specialist Health and Physical Education teachers collaborate to teach and assess each unit. Assessment responsibilities are shared and managed between the teachers. Each unit is taught over a semester to support depth of learning and meaningful skill progression. Movement and physical activity are recognised not only as key content but also as valuable contexts for learning, and where appropriate, are used to complement and reinforce health-related understandings.</p>

Unit 1 — Rules, roles and responsibilities	Unit 2 — The journey within
<p>Timing: Year 3 Duration: Semester 1, 20 weeks</p> <p>Across the semester, students deepen their understanding of personal responsibility and how it influences health, safety, relationships and wellbeing. Through health and movement contexts, they develop and apply personal and social skills such as communication, respect and ethical decision-making, while working collaboratively to promote fair play and inclusion.</p> <p>Students audit classroom and school rules to identify behaviours that support health, safety, relationships, and wellbeing (e.g., handwashing, safe crossing, group work rules) and use texts to explain how characters demonstrate responsibility and positive social behaviours. They explore cultural roles within First Nations Australian communities — such as Elders, storytellers, and caregivers — to understand how these roles contribute to community wellbeing, then reflect on their own roles, e.g., student, sibling, teammate.</p> <p>In movement lessons, students apply these understandings through collaborative games (e.g. Wana wana, Tur-dur-er-rin) from the Australian Government Yulunga Traditional Indigenous Games resource, practising teamwork and respectful participation. They refine fundamental movement skills, including dodging, and apply them in minor invasion games (e.g. defend the zone, capture the flag, end ball), while taking on roles such as captain, coach, and referee to promote fair play and inclusion. Students compare roles and scoring systems of traditional games (e.g. Boogalah, Buroinjin, Ilye, Kokan and Millim baeyeetch) and minor games and use this knowledge to design or adapt games that support fairness and inclusion.</p> <p>Students interpret health and safety messages, including from the Queensland Government Poisons Information Centre, to understand safe medication practices and poison prevention. They build on prior knowledge of the DRSABCD action plan and revisit Danger (D), Response (R), Send for help (S) established in Prep (Unit 4 — Safety detectives) and Year 1 (Unit 1 — Manipulating movement for safety), and extend their understanding to Airway (A), Breathing (B) and Circulation (C).</p>	<p>Timing: Year 3 Duration: Semester 2, 20 weeks</p> <p>Throughout the semester, students deepen their understanding of themselves and the personal and social factors that shape their identities. They explore how experiences of success, challenge and setback contribute to emotional growth and resilience, and practise skills that support self-awareness, self-regulation and positive relationships.</p> <p>Students investigate how resilience develops over time by discussing its meaning, examining how people respond to adversity and analysing characters in texts who overcome challenges. They identify influences such as family, culture, education and social interactions that shape qualities like empathy, cooperation and perseverance. Students develop practical strategies for managing emotions, including positive self-talk, mindfulness, problem-solving and seeking support from trusted adults and peers, and apply these through roleplay scenarios.</p> <p>In movement lessons, students connect their understanding of identity and resilience to physical learning by refining the fundamental movement skill of striking in increasingly complex movement situations. They combine locomotor and object control skills in activities such as balloon striking and strike bowling, experimenting with different implements, e.g. racquets, bats, foam noodles and applying movement concepts such as force, rhythm, timing, and spatial awareness to improve coordination, positioning and performance outcomes.</p> <p>Students use journals to monitor their skill development, set improvement goals, and reflect on successes, challenges, and setbacks. They use feedback and self-assessment to adapt their approaches and demonstrate perseverance during physical and emotional challenges. Through movement activities and roleplay, students practise coping strategies and self-regulation techniques, identifying emotional responses and exploring how these experiences strengthen resilience and shape identity.</p> <p>Students apply striking skills and movement strategies in minor and small-sided games such as rounders, whiffle ball, and continuous cricket. They demonstrate movement concepts (e.g. controlling force, direction and timing) to create scoring opportunities and adapt movement strategies (e.g. hitting into space, defensive positioning) in a variety of striking and</p>

Unit 1 — Rules, roles and responsibilities	Unit 2 — The journey within
<p>Note: 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. language use, traditional storytelling forms and dance. When translating Aboriginal and Torres Strait Islander stories, educators are encouraged to approach this activity with cultural sensitivity, recognising these stories as part of Indigenous Cultural and Intellectual Property (ICIP). Schools should follow guidance on respectful engagement.</p>	<p>fielding games such as pickle ball, streetball, tennis, cricket, tee ball and hockey. Throughout participation, students continue to use emotional regulation strategies to manage responses and support their own and others' wellbeing.</p>

Unit 1 — Rules, roles and responsibilities				Unit 2 — The journey within				
	Assessment 1 — Safe use of medicines	Timing	Assessment 2 — Fair and square	Timing	Assessment 3 — Strengthening identities	Timing	Assessment 4 — Strike and adapt	Timing
Assessment	<p>Students interpret the Queensland Poisons Information Centre Poisoning first aid and prevention fact sheet to audit safe storage and use of medicines and other household substances in their house (alternatively a stimulus picture). They write a script for a household meeting to communicate additional safety rules for their own and their family members' health and safety.</p> <p>Technique: Investigation Mode: Written Conditions:</p> <ul style="list-style-type: none"> written responses 100–200 words 	<p>Term 2 Week 5</p>	<p>Students demonstrate fair play and inclusion when participating in a variety of minor (invasion) games during movement lessons. They rotate through different roles such as captain, attacking coach, defensive coach and referee and apply modifications to rules and scoring systems to promote empathy and teamwork.</p> <p>Technique: Performance Mode: Practical Conditions:</p> <ul style="list-style-type: none"> observed by the teacher over multiple lessons during class time 	<p>Term 2 Weeks 5–9</p>	<p>Students use a journal to reflect on influences explored throughout the unit that have helped shape and strengthen their sense of identity. They describe coping skills and self-regulation strategies they used to manage emotional responses, adapt to change and navigate transitions.</p> <p>Technique: Project Mode: Written Conditions:</p> <ul style="list-style-type: none"> written responses 100–200 words, comprising short response items 25–50 words per item 	<p>Term 3 Week 8</p>	<p>Students apply striking skills and demonstrate movement concepts such as force, rhythm and spatial awareness in striking and fielding games. They adapt movement strategies to enhance scoring opportunities.</p> <p>Technique: Performance Mode: Practical Conditions:</p> <ul style="list-style-type: none"> observed by the teacher over multiple lessons during class time 	<p>Term 4 Weeks 5–9</p>
Achievement standard	<p>By the end of Year 4, students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions. They apply skills and strategies to interact respectfully with others. They describe the influences that inclusion and stereotypes have on choices and actions. Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline. <u>They interpret health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing.</u> Students apply fundamental movement skills and demonstrate movement concepts across a range of situations. They adapt movement strategies to enhance movement outcomes. Students examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others' lives. <u>They demonstrate fair play and inclusion through a range of roles in movement contexts.</u></p>				<p>By the end of Year 4, students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions. They apply skills and strategies to interact respectfully with others. They describe the influences that inclusion and stereotypes have on choices and actions. Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline. They interpret health information to apply strategies to enhance their own and others' health, safety, relationships and wellbeing. <u>Students apply fundamental movement skills and demonstrate movement concepts across a range of situations. They adapt movement strategies to enhance movement outcomes.</u> Students examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others' lives. They demonstrate fair play and inclusion through a range of roles in movement contexts.</p>			
Moderation	<p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>				<p>Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>			

Unit 3 — Connection, consent and choreography	Unit 4 — Cultural connections and global games
<p>Timing: Year 4 Duration: Semester 1, 20 weeks</p>	<p>Timing: Year 4 Duration: Semester 2, 20 weeks</p>
<p>Across the semester, students explore rhythmic and expressive movement forms, including circus skills, acrobalance, skipping, cardio drumming, bush dancing, line dancing and aerobics to deepen their understanding of how their bodies move and how movement can be used for self-expression. Through these activities, students build confidence to express themselves physically and emotionally, while developing personal and social skills that support respectful interactions. In both classroom and movement settings, students investigate the role of respect in initiating and maintaining healthy relationships. They explore and reflect on ethical issues, values, and rights and responsibilities, including personal</p>	<p>Throughout the semester, students explore how valuing diversity positively influences wellbeing. They investigate the rich variety of backgrounds, beliefs, practices and games across Asian cultures, developing an appreciation for the region's influence on social interactions and its connections with Australia. By examining values, rights, responsibilities, and ethical norms, students come to understand that discrimination based on culture is unjust and a violation of human rights. Building on this understanding, they identify inclusive actions that promote respect, empathy and belonging within their communities.</p>

Unit 3 — Connection, consent and choreography	Unit 4 — Cultural connections and global games
<p>boundaries, confidentiality, the right to choose, digital consent and respecting others’ autonomy. Through scenario-based activities and roleplay, students practise strategies for managing consent by demonstrating how to seek, give and deny permission respectfully. These strategies are reinforced in movement contexts, such as choosing partners and forming groups, where students use clear verbal and non-verbal cues and learn to respond appropriately when consent is denied.</p> <p>Students investigate protective behaviours and help-seeking strategies to keep themselves and others safe in online and offline environments. They identify unsafe situations, such as cyberbullying, unsafe content, stranger danger, breaches of personal boundaries and emergency situations, and practise responding using trusted support networks, helplines and peer support. Students reflect on scenarios where permission is required and rehearse respectful ways to navigate these situations.</p> <p>Throughout the unit, students apply and refine fundamental movement skills and movement concepts of effort, space, time, objects and people while solving movement challenges and performing coordinated sequences to music. Performing partner and group routines, they explore how adjustments to timing, rhythm and the use of space influence performance and flow. By engaging in collaborative routines, students demonstrate autonomy, personal boundaries and decision-making, reinforcing their understanding of respectful relationships and safe participation.</p>	<p>Students participate in games from their own and others’ cultural heritage, along with traditional Asian games such as Sepak Takraw, Kho-Kho, Kabaddi, and Atya patya. Through these experiences they develop cultural awareness and recognise the role of games in fostering connection and inclusion. In both classroom and movement settings, students practise and refine personal and social skills, such as self-awareness, empathy, adaptability, active listening, collaboration, and conflict resolution, essential for building respectful relationships. Through roleplay and collaborative activities, students practise recognising and managing their emotions, expressing their thoughts and feelings, listening to others, resolving conflicts and working together to achieve shared goals.</p> <p>In natural and outdoor environments, students engage in activities such as orienteering, nature walks and swimming to explore how their body feels before, during and after movement. They learn about the Australian 24-hour movement guidelines for children and young people (5 to 17 years) and discuss practical strategies to meet recommended activity levels. Students reflect on the personal, social and environmental factors that influence participation and use critical and creative thinking to identify common barriers and propose inclusive solutions. Drawing on the Australian Government Clearinghouse for sport: Factors influencing sport participation resource, they compare approaches and recommend strategies to support regular physical activity in their own and others’ lives. Students explore opportunities to participate in local events such as park clean-ups, family fun days, Park Run, colour runs and cultural festivals and examine the social benefits of being active and how physical activity can be a way to build relationships, promote inclusion and contribute positively to their communities.</p>

	Unit 3 — Connection, consent and choreography				Unit 4 — Cultural connections and global games			
	Assessment 5 — Digital and real-world safety	Timing	Assessment 6 — Creative dance	Timing	Assessment 7 — The power of connection	Timing	Assessment 8 — Motivating movement	Timing
Assessment	<p>Students respond to an online and offline scenario, describing and applying protective behaviours and help-seeking strategies to keep themselves and others safe.</p> <p>Technique: Supervised assessment Mode: Practical Conditions:</p> <ul style="list-style-type: none"> may be broken into components and completed over multiple lessons 	<p>Term 2 Weeks 4–6</p>	<p>Students apply fundamental movement skills in a choreographed dance routine. They demonstrate movement concepts in their performance.</p> <p>Technique: Performance Mode: Practical Conditions:</p> <ul style="list-style-type: none"> observed by the teacher over multiple lessons during class time 	<p>Term 2 Weeks 7–10</p>	<p>Students apply skills and strategies to interact respectfully with others when learning traditional Asian games in movement lessons. After the games, in groups, they discuss the influences that inclusion and stereotypes have on choices and actions.</p> <p>Technique: Performance Mode: Practical Conditions:</p> <ul style="list-style-type: none"> observed by the teacher over multiple lessons during class time 	<p>Term 3 Weeks 5–10</p>	<p>Students examine the factors that influence participation guided by the Australian Government Clearinghouse for sport: Factors influencing sport participation. They propose a daily physical activity challenge to their class to incorporate regular physical activity into their lives.</p> <p>Technique: Investigation Mode: Spoken/signed Conditions:</p> <ul style="list-style-type: none"> up to 1 minute 	<p>Term 4 Weeks 6–10</p>
Achievement standard	<p>By the end of Year 4, students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions. They apply skills and strategies to interact respectfully with others. They describe the influences that inclusion and stereotypes have on choices and actions. <u>Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline.</u> They interpret health information to apply strategies to enhance their own and others’ health, safety, relationships and wellbeing. <u>Students apply fundamental movement skills and demonstrate movement concepts across a range of situations.</u> They adapt movement strategies to enhance movement outcomes. Students examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others’ lives. They demonstrate fair play and inclusion through a range of roles in movement contexts.</p>				<p>By the end of Year 4, students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions. They apply skills and strategies to interact respectfully with others. They describe the influences that inclusion and stereotypes have on choices and actions. <u>Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline.</u> They interpret health information to apply strategies to enhance their own and others’ health, safety, relationships and wellbeing. Students apply fundamental movement skills and demonstrate movement concepts across a range of situations. They adapt movement strategies to enhance movement outcomes. <u>Students examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others’ lives.</u> They demonstrate fair play and inclusion through a range of roles in movement contexts.</p>			
Moderation	<p>Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>				<p>Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.</p>			

Content descriptions	Units				Content descriptions	Units			
Personal, social and community health	1	2	3	4	Movement and physical activity	1	2	3	4
Identities and change investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts AC9HP4P01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Moving our bodies refine and apply fundamental movement skills in new movement situations AC9HP4M01	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty AC9HP4P02	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	apply and adapt movement strategies to achieve movement outcomes AC9HP4M02	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
describe how choices and actions can be influenced by stereotypes AC9HP4P03	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences AC9HP4M03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Interacting with others select, use and refine personal and social skills to establish, manage and strengthen relationships AC9HP4P04	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Making active choices participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well AC9HP4M04	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities AC9HP4P05	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others' participation AC9HP4M05	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
explain how and why emotional responses can vary and practise strategies to manage their emotions AC9HP4P06	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	explore recommendations about physical activity and sedentary behaviours, and discuss strategies to achieve the recommendations AC9HP4M06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required AC9HP4P07	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Learning through movement apply creative thinking when designing movement sequences and solving movement problems AC9HP4M07	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making healthy and safe choices describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations AC9HP4P08	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	apply rules and scoring systems to promote fair play when participating or designing physical activities AC9HP4M08	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours AC9HP4P09	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities AC9HP4M09	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing AC9HP4P10	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

Focus areas	Units			
	1	2	3	4
Alcohol and other drugs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food and nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health benefits of physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mental health and wellbeing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships and sexuality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Active play and minor games	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenge and adventure activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Lifelong physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Intercultural understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Numeracy	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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