

Queensland response to the draft F–10 Australian Curriculum: Health and Physical Education

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Queensland Studies Authority

Contents

1. Introduction	1
2. Key strengths and issues and concerns	2
2.1 Strengths	2
2.2 Issues and concerns	2
3. Section-by-section analysis	4
3.1 Rationale and aims	4
3.2 Content structure	5
3.3 Key ideas and contexts for learning	6
3.4 Links to other learning areas.....	8
3.5 Implications for implementation.....	8
3.6 Band descriptions	9
3.7 Content descriptions	10
3.8 Content elaborations	12
3.9 Achievement standards	14
3.10 General capabilities	15
3.11 Cross-curriculum priorities	16
3.12 Glossary.....	16

1. Introduction

The Queensland Studies Authority (QSA), in partnership with Education Queensland (EQ), Queensland Catholic Education Commission (QCEC) and Independent Schools Queensland (ISQ), appreciates the opportunity to provide feedback on the draft *F–10 Australian Curriculum: Health and Physical Education* (HPE). Queensland supports the development of an Australian Curriculum that will provide consistent and explicit curriculum expectations across the nation.

This response provides a summary of the collated Queensland feedback from:

- representative curriculum and learning area committees of the QSA
- representatives of the Australian Council for Health, Physical Education and Recreation (Qld), the peak body for the Health and Physical Education profession in Queensland
- representatives of the Home Economics Institute of Australia (Qld)
- representatives from The University of Queensland, James Cook University and Australian Catholic University
- representatives of the three school sectors, representing and advocating for 1400 EQ schools, 292 Catholic schools and 188 Independent schools.

Queensland's consultation identified strengths and issues and concerns for the Australian Curriculum, Assessment and Reporting Authority's (ACARA) consideration when redrafting the *F–10 Australian Curriculum: Health and Physical Education*.

The Queensland response is organised in the following way:

- key strengths of the draft curriculum and broad issues and concerns, with suggested ways forward
- specific feedback on each section of the curriculum with suggested ways forward.

2. Key strengths and issues and concerns

2.1 Strengths

The response from educators to the draft HPE curriculum has been overwhelmingly positive and, overall, there is enthusiastic support for the draft curriculum. The draft HPE curriculum is well written, with clear content descriptions, and should ensure that students are taught suitable content as they progress through a comprehensive set of learning. It is well researched, reflects current thinking around the disciplines and provides a strong direction for the development of a quality course of study.

Educators are pleased that HPE has been given the same status as English, Mathematics, Science and History and is considered a core entitlement for all students from Foundation (Prep) to Year 10.

The draft HPE curriculum is commended for:

- a clear and coherent structure that reflects a contemporary perspective on Health and Physical Education
- the clear and concise rationale that provides an overview of the key aspects in the learning area
- the appropriate nature of the two strands, which were overwhelmingly endorsed
- the alignment of the curriculum content with student developmental levels at particular bands and year levels
- the developmental sequence that builds students' understanding of personal, social and community health.

2.2 Issues and concerns

Consultation participants raised the following key issues and concerns.

- On the whole, the content descriptions were favourably received. However, educators are concerned about the amount and scope of the content and expectations for teachers and students. This is of particular concern in Years 5 and 6 and, to a lesser extent, in Years 7 and 8 as these year levels require students to be taught all eight Australian Curriculum learning areas (comprising 15 subjects).
- The broad and generalised nature of the achievement standards, particularly for primary non-specialist teachers.
- A lack of specificity in the health and movement contexts of learning may be problematic, particularly for non-specialist teachers.
- When taken together, the issues of the amount and scope of content, the broad nature of the achievement standards and the lack of specificity in the health contexts of learning raise serious concerns about the capacity of primary teachers to effectively deliver the curriculum within the indicative time.
- The high level of expectation for students in Years 9 and 10 and whether the achievement standard is achievable for most students.
- The “experiential curriculum” referred to in the rationale is not elaborated on or made explicit throughout the draft HPE curriculum.

- The elaborations do not take into account the range of school contexts, such as rural and remote settings, and the possibility of limited access to equipment and specialised spaces.
- The contexts of learning are not evenly represented in the elaborations.
- The application of the key ideas to the contexts of learning loses focus as the curriculum progresses and more specific content descriptions and elaborations are spelled out.
- Some feedback stated that the curriculum fails to scope out food and nutrition, drugs and alcohol, and sexuality.
- Some feedback stated that the contribution of food and nutrition towards optimal health and wellbeing should be given the same status as movement in the curriculum.
- Another concern educators raised relates to the way in which HPE is generally taught in Queensland schools: as two separate fields — Physical Education and Health. The division of curriculum time in primary schools with HPE specialist teachers may impede the scope for exploring the interrelatedness of the two strands in rich and meaningful ways. Teachers of Physical Education are most typically specialist teachers who are well trained in teaching physical movement, physical activity and physical education. Teachers of the Health aspects of HPE are often non-specialist teachers.

While the two strands can complement and reinforce each other when taught together, it is unlikely this will happen when physical aspects are taught by a specialist teacher and the health aspects by another teacher.

It is understood that ACARA is not responsible for the implementation of the curriculum; however, curriculum writers should take this issue into account when refining the content descriptions, elaborations and achievement standards.

Way forward

- Support non-specialist teachers with:
 - additional, specific details in the content descriptions
 - greater specificity in the achievement standards
 - stronger links to other learning areas
 - information on opportunities for experiential learning.
- Review the curriculum content descriptions, particularly in Years 5–8, to ensure that they are achievable in the allocated time, taking into account the other learning areas.
- Consider the amount and scope of content, the broad descriptive nature of achievement standards and the lack of specificity in the health contexts of learning.
- Review the level of expectation for students in Years 9 and 10 to reflect feasible time requirements and cognitive demand so that most students can meet the achievement standard.
- Refine the elaborations to:
 - take into account all school contexts, for example rural and remote school settings
 - provide further examples of teaching contexts, for example those related to nutrition and aquatic education.
- Ensure all technical terms are defined in the glossary.
- Review the content descriptions, elaborations, achievement standards and the Implications for implementation section to take into account that much of the HPE curriculum may be delivered by non-specialist teachers.

3. Section-by-section analysis

3.1 Rationale and aims

Strengths

Consultation participants identified the following strengths about the rationale and aims.

- Educators are happy with the broad intent of the draft HPE curriculum as defined in the rationale and aims. They are particularly happy with the use of positive language and the explicit reference to a strengths-based approach.
- Feedback found that, on the whole, the rationale is coherent and clear in its intent. The nature of the HPE learning area is recognisable and contemporary. The rationale outlines the importance of HPE and its contribution to students' education. It addresses the intrinsic (i.e. movement for movement's sake) and instrumental (i.e. means-ends) justification of HPE's place in the curriculum.
- The rationale and aims provide a broad context and are the foundation for schools to develop a course of study that enhances and promotes students' own and others' health, wellbeing and physical activity in varied and changing contexts.
- Educators feel that the aims logically follow on from the rationale. They are well written and acknowledge a balance between the strands of the curriculum.
- The aims outline a balanced set of high order cognitive, psychomotor and affective objectives.

Issues and concerns

Consultation participants raised the following issues and concerns about the rationale and aims.

- The rationale strongly outlines physical activity, but seems to be missing the overall purpose of all the dimensions of health. Some of the dimensions of health are not clearly articulated in the rationale. For example, safety is highlighted in the curriculum, but does not appear in the rationale.
- The term "experiential curriculum" is only used in the first paragraph of the rationale and is not elaborated on further in the curriculum.
- Some feedback suggested that, while the rationale is strong on movement and physical activity, it is not as strong in describing health and does not reference the contribution of nutritious food consumption to health and wellbeing.
- The aims do not capture the importance of learning in authentic contexts.
- It is not clear what "across the lifespan" refers to in the first bullet point in the aims.
- The terminology is inconsistent between the draft HPE curriculum and the *Australian Curriculum: The Arts Dance* curriculum — specifically, the way in which expression in movement is discussed.
- Some feedback suggested that the aims do not entirely capture the breadth of the HPE learning area and are more focused on movement and physical activity.
- The aims do not make apparent the interrelatedness of the two stands and do not correlate to the structure of the achievement standards.

Way forward

- Refine the rationale to clearly articulate all the dimensions of health. The dimensions of health are better described later in the document and this needs to be captured in the rationale. Nutritious food consumption, for example, is essential to achieve optimum health and wellbeing and should be included in the rationale.
- Include in the rationale a stronger statement of the importance of HPE in contributing to, for example, building resilience, developing problem-solving skills and minimising risk taking.
- Include healthy food decisions, not just healthy body weight, in the final paragraph of the rationale.
- Review the aims to ensure a strong reference to all aspects of the learning area is included, not just a focus on physical education.
- Include the following in the third bullet point of the aims: “ ... in a variety of authentic physical activity contexts”.
- Review the aims to more closely align to the structure of the two strands and achievement standards.

3.2 Content structure

Strengths

Consultation participants identified the following strengths about the content structure.

- Feedback on the structure of the curriculum has been positive. The four main strengths of the content structure were identified as the:
 - two interrelated strands
 - clear organisation
 - strengths-based approach
 - development from the rationale and aims.
- Feedback stated that the three guiding principles and the overview of the content links well with the rationale and aims.
- The two organising strands — Personal, social and community health and Movement and physical activity — are easy to understand. The overview of the structural elements within each of the strands clearly identifies the content that needs to be covered. This organisational structure will be useful in the development of a HPE course.
- Educators strongly agreed that the interrelationship of the strands should provide a holistic approach to HPE and will allow students to relate to all aspects of health.
- Generally, educators felt that the selection of content is relevant and provides clear direction for the learning that will take place.
- The strengths-based approach was strongly supported. It encourages positive expectations despite varying access to personal and community resources
- The current *Queensland Essential Learnings and Standards for Health and Physical Education* includes Personal development as a separate strand. Feedback stated that such learning was evident in the Personal, social and community health strand, which was viewed positively. The overarching idea of focusing on health, in particular mental health, was viewed as a good approach.

Issues and concerns

Consultation participants raised the following issues and concerns about the content structure.

- The table on pages 3 and 4 that shows the relationship between the strands and content was well received. However, it was noted that it:
 - does not sufficiently show the interrelationship of the strands. The key ideas appear in discrete boxes under each strand and it could be interpreted that the two strands are disparate
 - introduces key ideas and contexts for learning, but these terms are not explained until later in the document.
- Consultation participants also raised concerns about:
 - a lack of emphasis on food and nutrition in the key ideas
 - the intended degree of flexibility, and the number and range of contexts that should be used, which is not explained until later in the curriculum
 - the difficulty of assessing some of the contexts, for example challenge and adventure activities and health-related physical activities, which are all valuable learning experiences but are difficult to assess
 - the time requirements of challenge and adventure activities. Schools with large cohorts per year level can find it difficult to access outdoor education facilities that can cater for them.

Way forward

- Use a diagram to show the interrelationship between the strands and key ideas.
- Explain the key ideas and contexts for learning before the table on pages 3 and 4.
- Provide a brief overview of the contexts for learning.
- Provide clarity about the range of contexts and the flexibility that schools have in order to base their program on their students, resources and environment.
- Provide greater direction about the interrelationship between the strands, key ideas and contexts for learning and how it is intended they will be enacted.

3.3 Key ideas and contexts for learning

Strengths

Consultation participants identified the following strengths about the key ideas and contexts for learning.

- The six key ideas and twelve contexts for learning received strong and broad support. Feedback stated that they provide good coverage and are well thought out. They demarcate all the aspects of HPE and provide a clear direction for the learning that will take place in both the Movement and physical activity and Personal, social and community health strands.
- Organisation of the key ideas and contexts for learning give flexibility to develop the curriculum to meet the needs of the school. They should provide a useful organisational structure for the development of a HPE course of study.
- The key ideas and contexts for learning are clearly written and should be understandable and usable for non-specialist teachers. They are student orientated and relevant.

- The detail provided in the key ideas could be used for an initial audit of a school's current curriculum against the Australian Curriculum.
- The contexts for learning provide examples of contexts, and it is made clear that they are not exhaustive and schools and teachers can include additional contexts relevant to local needs and interests.

Issues and concerns

Consultation participants raised the following issues and concerns about the key ideas and contexts for learning.

- Not all key ideas are equal in size.
- The wording of the contexts for learning is inconsistent. For example, “alcohol and drugs” is a topic, whereas “health benefits of physical activity” is written as a positive statement that frames the intent of learning in the context.
- The Relationships and sexuality context for learning does not clearly demarcate between the two — these are two different areas within the single context and need to be explained as such.
- Puberty, gender and sexuality are the focus of the first few bullet points in the Relationships and sexuality context for learning. This does not follow the order of the curriculum content. As it currently reads, gender and sexuality are overemphasised.
- The points in the Food and nutrition context for learning (page 5) do not give a complete picture of the context. For example, food safety, meal planning, practical food preparation and sustainable food futures are missing. As such, it does not provide guidance to teachers as to the scope of food and nutrition education, especially as to what is expected in Years 9 and 10.
- Some feedback asked for further clarification on “imaginative play” and “expressive movement” in the Active play and minor games context for learning
- The Fundamental movement skills context for learning provides a list of movement skills to be developed. The stem for this uses “include”, whereas the stem in the other contexts uses “may include”. It is not clear if this difference is intended or not.

Way forward

- Make clear that the content descriptions associated with key ideas are not intended to be equal in number.
- Name the contexts for learning as positive statements rather than topics. Make reference to the socio-cultural aspects and the intent of learning in the context.
- Reconsider and reorder the bullet points in the Relationships and sexuality context for learning. Ensure “relationships” and “sexuality” are clearly demarcated. The bullet points should follow the order of the curriculum content. Difference and diversity, for example, should be higher and have greater emphasis.
- Ensure, where appropriate, that the order of the points in the Personal, social and community health contexts for learning match the development of the curriculum from F–10.
- Clarify the difference in the stem statement in the Fundamental movement skills context for learning, or rewrite it to be consistent with the other stems (i.e. use “may include”).

3.4 Links to other learning areas

Consultation participants raised the following points about the links to other learning areas.

- Positive feedback was received about the links to Mathematics and English, which provide examples specific to these learning areas.
- This section is important. HPE specialists (particularly in primary schools) will need a good understanding of how HPE relates to the intent and content of other Australian Curriculum learning areas.
- Feedback on Science and History criticised the provided links for essentially describing the common general capabilities. They should provide more specific examples of content that directly links to the HPE curriculum.
- Some feedback suggested that the statements are too broad and will not promote transfer of learning. Revise the descriptions to make the links more explicit, providing additional detail, particularly to support primary non-specialist teachers.
- This section should make clear that links are made to other learning areas when they are appropriate and authentic.
- Further points raised included:
 - Some practical examples are provided. However, Science could link to the science of food, The Arts could include media literacy and Geography could include sustainability.
 - Provide a broader range of links to the *Australian Curriculum: The Arts*, not just the Dance curriculum.
 - The Arts statement incorrectly states that, within The Arts learning area, Dance is an “art form”. Revise this to correctly refer to Dance as a “subject”.
 - Strengthen the links to media literacy skills.

3.5 Implications for implementation

Consultation participants raised the following points about the implications for implementation.

- The implications for implementation, particularly from a secondary school perspective, are relatively clear and comprehensible. However, as noted earlier, some feedback suggested that this section does not pay sufficient attention to the implications for primary schools with HPE specialist teachers and non-specialist teachers jointly teaching the curriculum.
- The contexts provide a useful guide for teachers to begin planning.
- The statements that refer to local contextualisation of the curriculum and teacher and school choice were viewed favourably. The curriculum recognises that schools organise learning at a local level and this varies depending on local needs, resources available and timetabling structure. There is flexibility for schools to plan for the context, resources, interests and needs of their students.
- The inclusion of statements related to Home Economics and Outdoor Education and the importance of a healthy school environment were viewed positively. Some feedback suggested that the paragraph about Home Economics on page 13 needs to mention practical food preparation.

- This section provides scope for teachers to make adjustments for students with diverse learning needs in order to provide equitable opportunities and to ensure teaching is inclusive and relevant.
- Some feedback noted that, in Queensland, Outdoor Education is not necessarily delivered as a school subject, but rather is used to support experiential learning in HPE and other school programs. Take into account that Outdoor Education is not necessarily delivered as a school subject.
- Provide additional detail targeted at non-specialist primary teachers.
- Provide direction on how to align and interrelate different descriptions.
- The timing of some content and contexts for learning could be an issue (e.g. puberty and sexuality from Year 5). Parents would need information about the core content covered so they can introduce and consolidate these sensitive concepts. Limited advice is provided about teaching sexuality. Consider the timing of some content and contexts for learning, e.g. puberty and sexuality, and provide further advice about the teaching of these.

3.6 Band descriptions

Consultation participants raised the following points about the band descriptions.

- The band descriptions are clear and succinct, and provide a good overview of the content and intent for the years of schooling.
- The organisation within each band is logical and useful as it is sequenced to include a research-based preamble about the typical student at this level and then a section that expands on the focus on the content of the curriculum within each band and through the strands.
- The development from Foundation to Year 10 is clear.
- There is a good balance between the strands, and the band descriptions consider the needs of both genders.
- The band descriptions should help non-specialist teachers in particular understand the health aspects of the curriculum.
- There is a positive holistic focus on self, which is progressed well through the band levels. Descriptions clearly outline the learning contexts and provide a positive guideline for the curriculum.
- The band descriptions outline an increasing development and complexity when looking at the health contexts across the bands of the curriculum.
- It is useful to identify the contexts in each band and it is good that food and nutrition is included in every band.
- The inclusion of questions to explore at each band description will work as a focus. They provide some big ideas to be explored and a good snapshot of what each band is about. However, they could be further revised to strengthen their links to the content descriptions and achievement standards.
- The band descriptions should include reference to students making decisions regarding their own and others' safety. For example, in aquatic education, one can make a decision about how to enter a certain body of water and about a "talk rescue", "reach rescue" or "throw rescue". More explicit reference to safety would be well placed in the band descriptors and could be supported through the content descriptions and elaborations.

- Refer to learning related to mental health and relationships in the F–2 band descriptions.
- Change the second sentence of the second paragraph in the Years 1 and 2 band from “in movement” to “... through movement”.

3.7 Content descriptions

Strengths

Consultation participants identified the following strengths about the content descriptions.

- Feedback generally agreed that the content descriptions are as would be expected to be taught in a HPE curriculum.
- The use of cognitive verbs in the content descriptions is strongly supported.
- Feedback stated that the content descriptions are detailed and relevant and follow the structure of the curriculum design. They are clear and are pitched at the appropriate level and are appropriate across the band levels
- The descriptions have a positive holistic focus on self which is progressed well through the band levels. Descriptions clearly outline the learning context and provide a positive guideline for the curriculum and allow for flexibility in planning.

Issues and concerns

Consultation participants raised the following issues and concerns about the content descriptions.

- There was some concern raised in feedback that suggested many of the content descriptions are too general. The content descriptions provide working scope for curriculum delivery for HPE and PE professionals. However, some are not sufficiently clear or specific for primary non-specialists who may rely heavily on the elaborations for guidance.
- Some inconsistencies are evident in the way some content descriptions are written. Generally, the content descriptions are written as statements that outline the content students should be taught. However, some content descriptions refer to behaviours and have unnecessary qualifiers and qualities. For example:
 - 1.14 Approach new movement situations **with confidence** to cope effectively when faced with challenging movement tasks
 - 3.2 Research their own heritage, cultural identities and values and identify strategies to **celebrate** and respect diversity within their class and school community
 - 6.22 Critique their performance in a range of roles required to participate in physical activities, and evaluate the contribution they make as an individual to teamwork, leadership, and **enjoyable** participation for their classmates
 - 6.25 Transfer understanding from previous movement experiences to predict outcomes and create new and **innovative** solutions to complex movement challenges

These affective descriptions belong in the aims and band descriptions, not as specific content to be taught.

- Feedback asked for the content descriptions to be provided in a scope and sequence organised under the key ideas.

- Some feedback suggested the Movement and physical activity content descriptions for Years 1 and 2 are too general. This age group can handle more specific skills.
- The Foundation band description states that Food and nutrition is one of the possible health contexts to be explored — yet food is not mentioned in the Foundation content descriptions.
- Educators were concerned about the size and scope of some of the content descriptions and how much is expected of teachers and students, for example in Years 5 and 6, content description 4.4 “Evaluate the influence of emotional responses on behaviour and relationships”. Feedback stated that the implied process and learning for students to attain could be interpreted as covering a lot of content — especially when higher order thinking is involved.
- Some feedback stated that, overall, too much content has to be covered in the allocated time. Years 5 and 6, for example, has 24 content descriptions. This is significant, especially when considering students in Years 5–8 are expected to be taught all eight learning areas.
- Some feedback identified that Years 7 and 8 does not have content related to harassment and this should be a part of these two years.
- While the content descriptions for Years 9 and 10 represent a progression from Years 7 and 8, some feedback suggested the content descriptions are too time consuming and may be too difficult for most students to achieve. For example, the research requirements and the level of analysis expected in content description 6.7 “Critique the effectiveness and appropriateness of help and support services that are available in the local community for young people that provide support.” While it is good to set the goal high, feedback stated the requirements for this content description are more appropriate for students in Years 11 and 12 in terms of the time required and cognitive demand.
- Other concerns raised in feedback included:
 - The technical language of HPE — especially related to dance — is not consistent with the technical language used in The Arts learning area.
 - Food and nutrition, drugs and alcohol, and sexuality are not as well represented as relationships.
 - The content descriptions encourage students to make decisions about health and wellbeing. However, these generally do not provide a decision-making framework and do not emphasise that decisions and choices should be evidence based.
 - Several Physical Education specialists were concerned with the balance of traditional Physical Education games and the possibility of integrating Aboriginal and Torres Strait Islander traditional games. These educators felt that opportunities were available to make more explicit a place for these approaches within the curriculum.
 - Some feedback suggested that the spiritual dimension of health needed to be more prominent.

Way forward

- Further refine the content descriptions to:
 - ensure they are clear to non-specialists teachers
 - ensure terminology and technical language is internally consistent and consistent with other learning areas
 - remove unnecessary qualifiers and qualities — the affective objectives could be emphasised in the aims and band descriptions
 - ensure they are tightly aligned to the relevant content descriptions in other learning areas and the general capabilities learning continua
 - reduce their number to a more manageable set over the two-year band, especially in Years 5 and 6.
- Provide a scope and sequence of key ideas (and possible contexts for learning) across the bands to support teacher planning.
- Re-examine the pitch of the Years 9 and 10 content descriptions.

3.8 Content elaborations

Strengths

Consultation participants identified the following strengths about the content elaborations.

- The content elaborations provide clear examples of relevant content and a good sense of the rigour and depth expected.
- Overall, they are detailed and thorough and should help with curriculum development in schools.

Issues and concerns

Consultation participants raised the following issues and concerns about the content elaborations.

- The description of the content elaborations (page 10) is worded differently to the description provided in English, Mathematics, Science and History. It does not make explicit that the content descriptions identify what is to be taught, while the elaborations are only examples of teaching and learning contexts and approaches for the content descriptions.
- Some of the balance of the elaborations skews the content description.
- The contexts of learning are not evenly represented in the elaborations.
- Some feedback suggested that some examples provided in the elaborations run the risk of dating the curriculum.
- The elaborations provide relevant ideas — but a limited range. Given that non-specialist teachers may rely heavily on these elaborations, it is important that they are practical in a range of settings.
- Some feedback suggested a lack of the following in the elaborations:
 - Aquatic education examples, which are only found in Fundamental movement skills. Aquatics education includes swimming, basic rescues and survival.
 - Skill acquisition and biomechanical subject matter in the elaborations of potentially relevant content descriptions.
- Feedback related to the representation of food and nutrition in the elaborations stated that:

- the examples need to be more broad to cover key concepts such as food models, meal planning and dietary guidelines
- reference to practical performance and meal planning is lacking
- students need to engage with the *Australian Guide to Healthy Eating* from Foundation, not from Year 3
- Years 9 and 10 do not have elaborations related to food consumption and its role in optimum health.
- The placement of cyber bullying was questioned — it is only mentioned in the Years 9 and 10 elaborations.
- The use of the word “emotion” needs to be carefully considered.

Way forward

- Change the following sentence in the description of the content elaborations (page 10) from: “They are not intended to be comprehensive lists of how content should be taught” to “They are not a comprehensive list of content points that all students need to be taught.”
- Ensure that:
 - content elaborations are consistent with the content descriptions
 - all school contexts are catered for, for example rural and remote school settings
 - the elaborations capture the full intent of the content description and do not skew the intent of the content description.
- Provide at least one elaboration for each context in each relevant content description.
- Consider additional elaborations related to relevant contexts, such as boundary setting in relationships and workplace health and safety.
- Consider including more aquatic examples related to Being healthy, safe and active, for example:
 - Years 3 and 4 could include:
 - retrieve an object from chest-deep water
 - safe entries and exits
 - learning how to be rescued.
 - Years 5 and 6 could include:
 - coordinating kicking and arm movements to perform breaststroke in different situations (i.e. swimming fast, swimming for survival, swimming with head above the water) in content description 4.13 “Refine a range of complex movement skills and apply them in a variety of contexts”
 - any basic rescues that could be a part of applying critical and creative thinking processes in order to generate/assess solutions to a range of movement challenges.
- Include more elaborations for the contexts of learning in the younger year levels. For example, food and nutrition could include making healthy choices at home and at school.
- Ensure the elaborations are not tied to examples that could be dated. For example, an elaboration could refer to uses of food models and alcohol guidelines rather than to specific examples.
- Provide elaborations related to cyber bullying and safety earlier than Years 9 and 10. Cyber bullying is referred to in a Level 4 example of the Information and Communication Technology capability learning continuum (i.e. by the end of Year 6).
- Strengthen the practical aspects of the Personal, social and community health strand. Research indicates that practical action strengthens health-promoting activities. Include some practical food skills in the elaborations to help inform schools.
- Provide a stronger focus on consumption of nutritious food as a contributor to optimum health and wellbeing.
- Review the way in which the word “emotion” is used. For example, the elaboration “recognising their own emotions and explaining how they might act appropriately in different situations” (content description 2.4) could be rephrased as “recognising their own thoughts and how these influence emotions and behaviours”.

3.9 Achievement standards

Strengths

Consultation participants identified the following strengths about the achievement standards.

- The achievement standards are organised in two paragraphs of Understanding and Skills. They follow the format of other learning areas, which was viewed positively.
- Overall, the pitch is appropriate and shows progression from the previous level to the next.
- There is a good progression of key ideas.

Issues and concerns

Consultation participants raised the following issues and concerns about the achievement standards.

- While the organisation of the achievement standards into two paragraphs of Understanding and Skills was on the whole viewed favourably, some statements, particularly in the higher year levels, conflate the two and can be inconsistent between year levels.

For example, the first paragraph of the Years 5 and 6 achievement standard states: “They understand and **apply** movement concepts ...”. Applying movement concepts is a skill and so should only be referred to in the second paragraph. The second paragraph of this achievement standard correctly states: “They **apply** and **refine** movement concepts ...”.

The Years 7 and 8 achievement standard also conflates Understanding and Skills in relation to movement concepts and is inconsistent with the Years 5 and 6 achievement standards. It refers to “... **understand, apply, and refine** ...” in the first paragraph only.

- While comprehensive, the language in the achievement standards is sometimes too general to support teacher judgment in relation to quality of achievement.
- Some feedback stated that the achievement standards are wordy and need to be sharper and that stronger evidence of progression is required.
- Some feedback suggested that alignment between the achievement standards and the band descriptions and content descriptions could be stronger or more explicit. For example, the Years 5 and 6 band description refers to “composing and creating movement sequences”, whereas the achievement standard refers to “understand, apply and refine movement concepts”.
- The word “emotion” should not be used in the context of asking teachers to make a judgment on students expressing their emotions, as it is in the Foundation achievement standard: “Students demonstrate how to express different emotions ...”
- Some statements in the achievement standards are behaviours, rather than understanding or skills. For example, Years 7 and 8 states: “Students demonstrate how to be proactive about their own and others’ health and wellbeing.”
- The achievement standards — as a single outcome statement — should not use norm referenced quality words, such as “more complex” or “demonstrate increasing”. It is to be expected that after Foundation, the curriculum and achievement standards becomes more complex.

- Feedback stated that the achievement standards would be problematic to use at the end of a period of teaching to make on-balance judgments about the quality of learning and student achievement.
- Some feedback stated that the Years 7 and 8 and Years 9 and 10 achievement standards do not sufficiently acknowledge the growing independence of these age groups.
- There was concern about the high level of expectation for students in Years 9 and 10 and whether the achievement standard is realistically achievable for most students.
- Achievement linked to healthy choices and decision making needs to be strengthened, rather than only achievements related to movement.

Way forward

- Continue to refine the achievement standards to strengthen the alignment to band descriptions, content descriptions and content elaborations.
- Provide greater specification to clarify expectations in the achievement standards.
- Only refer to students' knowledge and understanding of emotions in the achievement standards, not their own expression of emotions.
- Ensure that the expectations in the achievement standards can actually be demonstrated as Understanding and Skills.
- Re-examine the pitch of the Years 9 and 10 achievement standards.

3.10 General capabilities

Consultation participants raised the following points about the general capabilities.

- The general capabilities clearly highlight the importance of both strands of HPE being explicitly planned for and their contribution to a holistic education.
- When they are made, the specific examples are useful and provide explicit and purposeful links.
- The general capabilities provide a good link for primary teachers across learning areas.
- The intent of the Critical and creative thinking capability as outlined in the *Shape of the Australian Curriculum: Health and Physical Education* is not evident in the draft curriculum. Ensure the description of the Critical and creative thinking capability in the HPE curriculum fully captures the important behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation.
- Creative thinking is not strongly represented within the description of Critical and creative thinking and should be further strengthened.
- Links to the Ethical behaviour and Intercultural understanding capabilities in the content descriptions and elaborations are not as strong as in other capabilities and should be further strengthened.
- The description of the Intercultural understanding capability only refers to health issues. Reference to wellbeing should also be made.

3.11 Cross-curriculum priorities

Consultation participants raised the following points about the cross-curriculum priorities.

- Informative examples are provided. However, provide more practical examples to support and develop teacher understanding and planning.
- Strengthen sustainability in terms of healthy futures. Little reference is made to the impact of choices on sustainability and how sustainability impacts on health. This could also be better reflected in the content descriptions and elaborations.
- The importance of understanding and appreciating the perspectives of the groups involved in the descriptions of the Aboriginal and Torres Strait Islander histories and cultures and Asia and Australia's engagement with Asia needs to be strengthened.

3.12 Glossary

Consultation participants raised the following points about the glossary.

- The glossary includes a good range of fundamental HPE terms.
- While the stated definitions provide clarity, the glossary will be an important support to non-specialist teachers with responsibility for parts of the HPE curriculum. Ensure the glossary is comprehensive. Define, for example, “strength-based approach”, “sport”, “physical activity”, “mental health”, “effort”, “sexuality”, “relationships” and any other specific skills or technical terms.
- Not all of the dimensions of health listed in the understanding of health that are used within the curriculum are defined in the glossary. Ensure these are defined.
- Ensure that glossary terms and verbs used in the achievement standards are consistent with the glossaries already provided in the other learning areas.

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