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|  | Prep Year standard elaborations — Australian Curriculum:  Health and Physical Education |

**Purpose**

The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. They can be used as a tool for:

* making consistent and comparable judgments about the evidence of learning in a folio of student work
* developing task-specific standards for individual assessment tasks.

**Structure**

The SEs are developed using the **Australian Curriculum achievement standard**. The achievement standard for Health and Physical Education describes the learning expected of students at each year level. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

In Queensland the achievement standard represents the **working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a matrix. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.

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| Prep Year Australian Curriculum: Health and Physical Education (H&PE) achievement standard | |
| By the end of Foundation[[1]](#footnote-2) Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.  Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges. | |
| Source: | Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum Version 8 Health and Physical Education for Foundation–10,  [www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education](https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/) |

## Prep Year H&PE standard elaborations

|  | Applying (AP) | Making connections (MC) | Working with (WW) | Exploring (EX) | Becoming aware (BA) |
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|  | The folio of a child’s work has the following characteristics: | | | | |
| Knowledge and understanding | identification and clear description of:   * how they are growing and changing * actions that help them be healthy, safe and physically active | identification and description of:   * how they are growing and changing * actions that help them be healthy, safe and physically active | identification of:   * how they are growing and changing * actions that help them be healthy, safe and physically active | guided identification of:   * how they are growing and changing * actions that help them be healthy, safe and physically active | directed identification of:   * how they are growing and changing * actions that help them be healthy, safe and physically active |
| identification and clear and informed description of the different emotions people experience | identification and informed description of the different emotions people experience | identification and description of the different emotions people experience | guided identification and description of the different emotions people experience | directed statements about the different emotions people experience |
| identification and clear description of different settings where they can be active | identification and description of different settings where they can be active | identification of different settings where they can be active | guided identification of different settings where they can be active | directed identification of different settings where they can be active |
| clear and informed description of how their body responds to movement | informed description of how their body responds to movement | description of how their body responds to movement | guided description of how their body responds to movement | directed statements about how their body responds to movement |
| Performance and practical application | purposeful demonstration of how to move and play safely | effective demonstration of how to move and play safely | demonstration of how to move and play safely | guided demonstration of how to move and play safely | directed demonstration of how to move and play safely |
| purposeful use of personal and social skills when working with others in a range of activities | effective use of personal and social skills when working with others in a range of activities | use of personal and social skills when working with others in a range of activities | guided use of personal and social skills when working with others in a range of activities | directed use of personal and social skills when working with others in a range of activities |
| purposeful demonstration, with guidance, of practices and protective behaviours to keep themselves safe and healthy in different activities | effective demonstration, with guidance, of practices and protective behaviours to keep themselves safe and healthy in different activities | demonstration, with guidance, of practices and protective behaviours to keep themselves safe and healthy in different activities | demonstration, with guidance, of aspects of practices and protective behaviours to keep themselves safe and healthy in different activities | demonstration, with guidance, of how to keep themselves safe and healthy in different activities |
| purposeful performance of fundamental movement skills | effective performance of fundamental movement skills | performance of fundamental movement skills | guided performance of fundamental movement skills | directed performance of fundamental movement skills |
| purposeful solutions to movement challenges | effective solutions to movement challenges | solutions to movement challenges | guided solutions to movement challenges | directed solutions to movement challenges |

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| Key | shading emphasises the qualities that discriminate between the AP–BA descriptors |
| **AP**  **MC**  **WW**  **EX**  **BA** | applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations  makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations  works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them  exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them  becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them |

## Notes

### Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standard — understanding and skills.

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| Dimension | Description |
| **understanding** | the concepts underpinning and connecting knowledge in a learning area, related to a student’s ability to appropriately select and apply knowledge to solve problems in that learning area |
| **skills** | the specific techniques, strategies and processes in a learning area |

### Terms used in Prep Year H&PE SEs

These terms clarify the descriptors in the Prep Year H&PE SEs. They help to clarify the descriptors and should be used in conjunction with the ACARA Health and Physical Education glossary: [www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/glossary/).

| Term | Description |
| --- | --- |
| **application; apply** | use, utilise or employ in a particular situation; carry out or use a procedure in a given context |
| **aspects** | particular parts or features |
| **clear** | easy to perceive, understand or interpret |
| **demonstration; demonstrate** | to give a practical exhibition or explanation |
| **description;** **describe** | to give an account of characteristics or features |
| **effective** | meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result;  in H&PE, *effective* means meeting the intended outcome and giving reasons for decisions determined by the task, considering the audience, purpose and context; this is demonstrated by giving [reasons](#reasons) for the application of processes, methods and strategies when using:   * decision-making and problem-solving skills and investigation to * promote health and wellbeing * solve movement challenges or movement situations * fundamental movement skills, considering qualities such as fluency, accuracy and control |
| **elements of movement** | the variables that are combined in composing and performing movement;  the elements of movement are effort, time, space and relationships |
| **fundamental movement skills** | provide the foundation for competent and confident participation in a range of physical activities;  *fundamental movement skills* developed through H&PE include:   * locomotor and non-locomotor skills (e.g. rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping, skipping, floating, moving the body through water to safety) * object control skills (e.g. bouncing, throwing, catching, kicking, striking) |
| **guided;  guidance** | visual and/or verbal prompts to facilitate or support independent action |
| **identification;** **identify** | to establish or indicate who or what someone or something |
| **informed** | having relevant knowledge; being conversant with the topic;  in H&PE, *informed* means referring to the disciplinary knowledge, understanding and skills underpinning H&PE, and how students will make meaning of and apply them in contemporary health and movement contexts |
| **justification;  justify** | show how an argument or conclusion is right or reasonable;  provide sound reasons or evidence |
| **movement challenges** | movement tasks that require individual students or groups of students to solve a problem in order to successfully complete the task |
| **movement sequences** | the combination of fundamental movement skills and movement elements to enable the body and/or objects to move in response to a stimulus; or a planned order of movements |
| **movement situations** | any situation where students are moving with the intent of achieving an outcome (e.g. to score a goal, to perform a sequence, to retain possession, to cross a creek) |
| **physical activity** | the process of moving the body that results in energy expenditure;  *physical activity* is a broad term that includes playing sport, exercise and fitness activities (e.g. dance, yoga, tai chi), everyday activities (e.g. walking to work, household chores, gardening) and many other forms of active recreation |
| **purposeful** | intentional; done by design; focused and clearly linked to the goals of the task;  in H&PE, *purposeful* means being strategic when meeting the intended outcome and giving a rationale for decisions determined by the task, bearing in mind the audience, purpose and context; this is demonstrated by [well-reasoned](#wellreasoned) application of processes, methods, strategies when using:   * decision-making and problem-solving skills and investigation to * promote health and wellbeing * solve movement challenges or movement situations * fundamental movement skills, considering qualities such as consistency, fluency, accuracy and control |
| **reasons; reasoned** | logical and sound; presented with justification |
| **recognise** | to be aware of, or acknowledge and make connections |
| **respond** | to react to a person or text |
| **solve** | to work out a correct solution to a problem |
| **statement** | a sentence or assertion |
| **use** | to operate or put into effect |
| **wellbeing** | relates to a sense of satisfaction, happiness, effective social functioning and spiritual health, and the dispositions of optimism, openness, curiosity and resilience |
| **well-reasoned** | thorough, complete and fully logical and sound; presented with justification |

1. Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June. [↑](#footnote-ref-2)