

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.

Prep Year Australian Curriculum: Health and Physical Education (H&PE) achievement standard

By the end of Foundation¹ 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

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.

Prep Year H&PE standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of a child's work has the following characteristics:					
Knowledge and understanding	identification and clear description of: <ul style="list-style-type: none"> • how they are growing and changing • actions that help them be healthy, safe and physically active 	identification and description of: <ul style="list-style-type: none"> • how they are growing and changing • actions that help them be healthy, safe and physically active 	identification of: <ul style="list-style-type: none"> • how they are growing and changing • actions that help them be healthy, safe and physically active 	guided identification of: <ul style="list-style-type: none"> • how they are growing and changing • actions that help them be healthy, safe and physically active 	directed identification of: <ul style="list-style-type: none"> • 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

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:

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

Key	shading emphasises the qualities that discriminate between the AP–BA descriptors
AP	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
MC	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
WW	works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them
EX	exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them
BA	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.

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.

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, <i>effective</i> 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 for the application of processes, methods and strategies when using: <ul style="list-style-type: none"> • decision-making and problem-solving skills and investigation to <ul style="list-style-type: none"> – 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; <i>fundamental movement skills</i> developed through H&PE include: <ul style="list-style-type: none"> • 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)

Term	Description
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, <i>informed</i> 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; <i>physical activity</i> 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, <i>purposeful</i> 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 application of processes, methods, strategies when using: <ul style="list-style-type: none"> • decision-making and problem-solving skills and investigation to <ul style="list-style-type: none"> – 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