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|  | Years 1 and 2 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 describe 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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| Years 1 and 2 Australian Curriculum: Health and Physical Education (H&PE) achievement standard |
| By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others’ feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. |
| 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/) |

## Years 1 and 2 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 | clear and informed description of changes that occur as they grow older | informed description of changes that occur as they grow older | description of changes that occur as they grow older | guided description of changes that occur as they grow older | directed statements about changes that occur as they grow older |
| identification and clear description of how strengths and achievements contribute to identities | identification and description of how strengths and achievements contribute to identities  | identification of how strengths and achievements contribute to identities | guided identification of how strengths and achievements contribute to identities  | directed identification of strengths and achievements |
| identification and clear description of how emotional responses impact on others’ feelings  | identification and description of how emotional responses impact on others’ feelings | identification of how emotional responses impact on others’ feelings | guided identification of how emotional responses impact on others’ feelings | directed identification about how emotional responses impact on others’ feelings  |
| identification and clear description of areas where they can be active and explanation of how the body reacts to different physical activities | identification and description of areas where they can be active and how the body reacts to different physical activities | identification of areas where they can be active and how the body reacts to different physical activities | guided identification of areas where they can be active and how the body reacts to different physical activities | directed identification of areas where they can be active and how the body reacts to different physical activities |
| Investigating | clear and informed examination of messages related to health decisions  | informed examination of messages related to health decisions  | examination of messages related to health decisions  | guided examination of messages related to health decisions  | directed statements about given messages related to health decisions  |
| clear and informed description of how to keep themselves and others healthy, safe and physically active | informed description of how to keep themselves and others healthy, safe and physically active | description of how to keep themselves and others healthy, safe and physically active | guided description of how to keep themselves and others healthy, safe and physically active | directed statements about how to keep themselves and others healthy, safe and physically active |
| Investigating | considered selection and application of strategies to keep themselves healthy and are able to ask for help with tasks or problems | informed selection and application of strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems | selection and application of strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems | guided selection and application of strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems | directed selection and application of strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems |
| Performance and practical application | purposeful demonstration of positive ways to interact with others | effective demonstration of positive ways to interact with others | demonstration of positive ways to interact with others | guided demonstration of positive ways to interact with others | directed use of positive ways to interact with others |
| purposeful demonstration of fundamental movement skills in a variety of movement sequences and situations  | effective demonstration of fundamental movement skills in a variety of movement sequences and situations | demonstration of fundamental movement skills in a variety of movement sequences and situations  | guided demonstration of fundamental movement skills in a variety of movement sequences and situations  | directed use of fundamental movement skills |
| purposeful testing of alternatives to solve movement challenges | effective testing of alternatives to solve movement challenges | testing of alternatives to solve movement challenges | guided testing of alternatives to solve movement challenges | directed use of alternatives to solve movement challenges |
| purposeful performance of movement sequences that incorporate the elements of movement | effective performance of movement sequences that incorporate the elements of movement | performance of movement sequences that incorporate the elements of movement | guided performance of movement sequences that incorporate the elements of movement | directed performance of movement sequences that incorporate the elements of movement |
|  |
| 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 situationsmakes 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 situationsworks with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to themexploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to thembecoming 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 Years 1 and 2 H&PE standard elaborations

These terms clarify the descriptors in the Years 1 and 2 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 |
| **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 |
| **direction;directed** | following the instructions of the facilitator |
| **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** | visual and/or verbal prompts to facilitate or support independent action |
| **identification;****identify** | to establish or indicate who or what someone or something is  |
| **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 |
| interpretation;interpret | to explain the meaning of information or actions |
| **investigate** | to plan, collect, interpret and draw conclusions about data/information |
| 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
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| **reasons;reasoned** | logical and sound; presented with justification |
| **recognise** | to be aware of, or acknowledge and make connections |
| **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 |