

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.

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

Years 1 and 2 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	<u>clear and informed</u> description of changes that occur as they grow older	<u>informed</u> description of changes that occur as they grow older	description of changes that occur as they grow older	<u>guided</u> description of changes that occur as they grow older	<u>directed statements about</u> changes that occur as they grow older
	identification and <u>clear description</u> of how strengths and achievements contribute to identities	identification and <u>description</u> of how strengths and achievements contribute to identities	identification of how strengths and achievements contribute to identities	<u>guided</u> identification of how strengths and achievements contribute to identities	<u>directed</u> identification of strengths and achievements
	identification and <u>clear description</u> of how emotional responses impact on others' feelings	identification and <u>description</u> of how emotional responses impact on others' feelings	identification of how emotional responses impact on others' feelings	<u>guided</u> identification of how emotional responses impact on others' feelings	<u>directed</u> identification about how emotional responses impact on others' feelings
	identification and <u>clear description</u> of areas where they can be active and <u>explanation</u> of how the body reacts to different physical activities	identification and <u>description</u> 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	<u>guided</u> identification of areas where they can be active and how the body reacts to different physical activities	<u>directed</u> identification of areas where they can be active and how the body reacts to different physical activities
Investigating	<u>clear and informed</u> examination of messages related to health decisions	<u>informed</u> examination of messages related to health decisions	examination of messages related to health decisions	<u>guided</u> examination of messages related to health decisions	<u>directed statements about given</u> messages related to health decisions
	<u>clear and informed</u> description of how to keep themselves and others healthy, safe and physically active	<u>informed</u> 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	<u>guided</u> description of how to keep themselves and others healthy, safe and physically active	<u>directed statements about</u> how to keep themselves and others healthy, safe and physically active

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
The folio of a child's work has the following characteristics:					
Investigating	<u>considered</u> selection and application of strategies to keep themselves healthy and are able to ask for help with tasks or problems	<u>informed</u> 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	<u>guided</u> selection and application of strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems	<u>directed</u> 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	<u>purposeful</u> demonstration of positive ways to interact with others	<u>effective</u> demonstration of positive ways to interact with others	demonstration of positive ways to interact with others	<u>guided</u> demonstration of positive ways to interact with others	<u>directed use</u> of positive ways to interact with others
	<u>purposeful</u> demonstration of fundamental movement skills in a variety of movement sequences and situations	<u>effective</u> 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	<u>guided</u> demonstration of fundamental movement skills in a variety of movement sequences and situations	<u>directed use</u> of fundamental movement skills
	<u>purposeful</u> testing of alternatives to solve movement challenges	<u>effective</u> testing of alternatives to solve movement challenges	testing of alternatives to solve movement challenges	<u>guided</u> testing of alternatives to solve movement challenges	<u>directed use</u> of alternatives to solve movement challenges
	<u>purposeful</u> performance of movement sequences that incorporate the elements of movement	<u>effective</u> performance of movement sequences that incorporate the elements of movement	performance of movement sequences that incorporate the elements of movement	<u>guided</u> performance of movement sequences that incorporate the elements of movement	<u>directed</u> performance of movement sequences that incorporate the elements of movement
Key	<u>shading</u> emphasises the <u>qualities that discriminate between the AP–BA descriptors</u>				
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 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.

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, <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

Term	Description
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)
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, <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
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; <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
solve	to work out a correct solution to a problem
statement	a sentence or assertion
use	to operate or put into effect

Term	Description
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