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|  | Years 3 and 4 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**. 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 C 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. These terms are described in the notes pages following the matrix.

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| Years 3 and 4 Australian Curriculum: Health and Physical Education (H&PE) achievement standard | |
| By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.  Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and 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 3 and 4 H&PE standard elaborations

|  | | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- | --- |
|  | | The folio of student work has the following characteristics: | | | | |
| Knowledge and understanding | | identification and explanation of strategies for managing change | identification and description of strategies for managing change | identification of strategies for managing change | identification of aspects of strategies for managing change | statements about strategies and change |
| identification and clear description of influences that strengthen identities | identification and description of influences that strengthen identities | identification of influences that strengthen identities | guided identification of influences that strengthen identities | directed identification about influences that strengthen identities |
| description and thorough explanation of the benefits of being healthy and physically active | description and explanation of the benefits of being healthy and physically active | description of the benefits of being healthy and physically active | description of aspects of the benefits of being healthy and physically active | statements about being healthy and physically active |
| clear and informed description of the connections they have to their community and identification and explanation of local resources to support health, wellbeing, safety and physical activity | informed description of the connections they have to their community and identification and description of local resources to support health, wellbeing, safety and physical activity | description of the connections they have to their community and identification of local resources to support health, wellbeing, safety and physical activity | identification of the connections they have to their community and identification of aspects of local resources to support health, wellbeing, safety and physical activity | statements about their community and local resources for health, wellbeing, safety and physical activity |
| considered investigation of how emotional responses vary and clear explanation of how to interact positively with others in a variety of situations | informed investigation of how emotional responses vary and explanation of how to interact positively with others in a variety of situations | investigation of how emotional responses vary and description of how to interact positively with others in a variety of situations | partial investigation of how emotional responses vary and identification of how to interact positively with others in a variety of situations | statements about emotional responses and interacting positively with others |
| considered interpretation of health messages and considered discussion of the influences on healthy and safe choices | informed interpretation of health messages and informed discussion of the influences on healthy and safe choices | interpretation of health messages and discussion of the influences on healthy and safe choices | explanation of health messages and identification of the influences on healthy and safe choices | identification of health messages and statements about healthy and safe choices |
| Investigating | | purposeful use of decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active | effective use of decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active | use of decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active | partial use of decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active | variable use of decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active |
| Performance and practical application | | purposeful application of strategies for working cooperatively and applying rules fairly | effective application of strategies for working cooperatively and applying rules fairly | application of strategies for working cooperatively and applying rules fairly | partial application of strategies for working cooperatively and applying rules fairly | variable application of strategies for working cooperatively and applying rules fairly |
| purposeful refinement of fundamental movement skills and purposeful application of movement concepts and strategies in a variety of physical activities and to solve movement challenges | effective refinement of fundamental movement skills and effective application of movement concepts and strategies in a variety of physical activities and to solve movement challenges | refinement of fundamental movement skills and application of movement concepts and strategies in a variety of physical activities and to solve movement challenges | partial refinement of fundamental movement skills and partial application of movement concepts and strategies in a variety of physical activities and to solve movement challenges | use of fundamental movement skills and variable application of movement concepts and strategies in a variety of physical activities and to solve movement challenges |
| purposeful creation and performance of movement sequences using fundamental movement skills and the elements of movement | effective creation and performance of movement sequences using fundamental movement skills and the elements of movement | creation and performance of movement sequences using fundamental movement skills and the elements of movement | partial creation and performance of movement sequences using fundamental movement skills and the elements of movement | variable performance of movement sequences using fundamental movement skills and elements of movement |
|  | | | | | | |
| Key | Shading emphasises the qualities that discriminate between the A–E descriptors. These qualities are described in the notes pages following. | | | | | |

## 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 3 and 4 H&PE standard elaborations

The following terms are used in the Years 3 and 4 H&PE SEs. They help to clarify the descriptors and should be used in conjunction with the ACARA Australian Curriculum H&PE 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 |
| considered | thought about deliberately with a purpose |
| demonstration; demonstrate | to give a practical exhibition or explanation |
| description; describe | to give an account of characteristics or features |
| discuss | to talk or write about a topic, taking into account different issues or ideas |
| 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 |
| examine | to determine the nature or condition of something |
| explanation; explain | provide additional information that demonstrates understanding of reasoning and/or application |
| 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 |
| health messages | any message or advertising related to the health and wellbeing of people;  these can be in the form of TV or magazine advertisements, media articles, product labelling, or portrayal of ‘healthy’ choices in the media |
| identification; identify | to establish or indicate who or what someone or something is;  to [recognise](#recognise) |
| 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 |
| movement challenges | movement tasks that require individual students or groups of students to solve a problem in order to successfully complete the task |
| movement concepts and strategies | these provide a framework for enhancing movement performance;  *movement concepts* (or elements of movement) explored in the curriculum include body awareness, spatial awareness, effort awareness and relationship to/with objects, people and space;  *movement strategies* refer to a variety of approaches that will help a player or team to successfully achieve a movement outcome or goal; movement strategies include moving into space to receive a pass from a team-mate or hitting the ball away from opponents in order to make it difficult to retrieve or return the ball; different games and sports may require similar activities or goals and will therefore use similar movement strategies in order to achieve success |
| 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 |
| 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) |
| partial | attempted; incomplete evidence provided;  in H&PE, *partial* is a part, not the whole; incomplete, yet attempted, with some satisfactory evidence;  this may be evidenced in:   * movement situations, movement sequences or solving movement challenges (e.g. in a basketball lay-up, footwork is correct and completed satisfactorily but shooting for the hoop requires improvement and is unsatisfactory) * decision-making and problem-solving skills and investigation (e.g. planning and collection of data/information is completed satisfactorily but interpretation and drawing conclusions about data/information is attempted with limited inferences drawn) |
| 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;  to [identify](#identify) |
| solve | to work out a correct solution to a problem |
| statement | a sentence or assertion |
| thorough | demonstrating depth and breadth, inclusive of relevant detail |
| use | to operate or put into effect |
| variable | liable or apt to vary or change; (readily) susceptible or capable of variation; changeable, fluctuating, uncertain;  in H&PE, *variable* means lacking consistent quality; a hit-and-miss approach to skill development; liable to deviate from established procedures such as fundamental movement skills or the elements of movement |
| 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 |