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|  | Years 5 and 6 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 5 and 6 Australian Curriculum: Health and Physical Education (H&PE) achievement standard | |
| By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.  Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences. | |
| 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 5 and 6 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 how emotions influence behaviours | | identification and description of the influence of emotions on behaviours | identification of the influence of emotions on behaviours | identification of aspects of the influence of emotions on behaviours | statements about emotions and behaviours |
| considered explanation of the influence of people and places on identities | | informed explanation of the influence of people and places on identities | explanation of the influence of people and places on identities | description of the influence of people and places on identities | statements about the influence of people and places on identities |
| clear and informed discussion of the factors that influence how people interact | | informed discussion of the factors that influence how people interact | discussion of the factors that influence how people interact | description of the factors that influence how people interact | statements about how people interact |
| clear and informed description of their own and others’ contributions to health, physical activity, safety and wellbeing | | informed description of their own and others’ contributions to health, physical activity, safety and wellbeing | description of their own and others’ contributions to health, physical activity, safety and wellbeing | identification of their own and others’ contributions to health, physical activity, safety and wellbeing | statements about their own and others’ contributions to health, physical activity, safety and wellbeing |
| clear and informed description of the key features of health-related fitness and the significance of physical activity participation to health and wellbeing | | informed description of the key features of health-related fitness and the significance of physical activity participation to health and wellbeing | description of the key features of health-related fitness and the significance of physical activity participation to health and wellbeing | identification of the key features of health-related fitness and the significance of physical activity participation to health and wellbeing | statements about features of health-related fitness and the significance of physical activity participation to health and wellbeing |
| Investigating | considered investigation of developmental changes and transitions | | informed investigation of developmental changes and transitions | investigation of developmental changes and transitions | partial investigation of developmental changes and transitions | statements about developmental changes and transitions |
| Investigating | considered examination of how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding | | informed examination of how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding | examination of how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding | description of how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding | statements about how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding |
| access to and considered interpretation of health information | | access to and informed interpretation of health information | access to and interpretation of health information | access to and explanation of health information | access to and statements about health information |
| considered application of decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing | | effective application of decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing | application of decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing | partial application of decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing | variable application of decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing |
| Performance and practical application | purposeful demonstration of fair play and skills to work collaboratively | | effective demonstration of fair play and skills to work collaboratively | demonstration of fair play and skills to work collaboratively | partial demonstration of fair play and skills to work collaboratively | variable demonstration of fair play and skills to work collaboratively |
| purposeful performance of specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges | | effective performance of specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges | performance of specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges | partial performance of specialised movement skills and sequences and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges | variable performance of specialised movement skills and sequences to achieve movement outcomes and solve movement challenges |
| purposeful application of the elements of movement when composing and performing movement sequences | | effective application of the elements of movement when composing and performing movement sequences | application of the elements of movement when composing and performing movement sequences | partial application of the elements of movement when composing movement sequences | variable application of the elements of movement in movement sequences |
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| 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 5 and 6 H&PE standard elaborations

The following terms are used in the Years 5 and 6 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 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) |
| **health-related fitness** | *physical fitness* is considered a measure of the body’s ability to function efficiently, effectively and without injury in work and leisure activities, to pursue recreational activities and to cope with emergency situations;  *health-related fitness* includes components such as cardiovascular fitness, flexibility, muscular endurance and strength |
| **identification** | 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 |
| **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 elements** | the variables that are combined in composing and performing movement; the elements of movement are effort, time, space and relationships |
| **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 |
| **solve** | to work out a correct solution to a problem |
| **statement** | a sentence or assertion |
| **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 |