

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.

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

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

	A	B	C	D	E
The folio of student work has the following characteristics:					
Investigating	<u>considered</u> examination of how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding	<u>informed</u> 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	<u>description</u> of how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding	<u>statements about</u> how physical activity, celebrating diversity and connecting to the environment supports community wellbeing and cultural understanding
	access to and <u>considered</u> interpretation of health information	access to and <u>informed</u> interpretation of health information	access to and interpretation of health information	access to and <u>explanation</u> of health information	access to and <u>statements about</u> health information
	<u>considered</u> application of decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing	<u>effective</u> 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	<u>partial</u> application of decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing	<u>variable</u> application of decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing
Performance and practical application	<u>purposeful</u> demonstration of fair play and skills to work collaboratively	<u>effective</u> demonstration of fair play and skills to work collaboratively	demonstration of fair play and skills to work collaboratively	<u>partial</u> demonstration of fair play and skills to work collaboratively	<u>variable</u> demonstration of fair play and skills to work collaboratively
	<u>purposeful</u> performance of specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges	<u>effective</u> 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	<u>partial</u> performance of specialised movement skills and sequences and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges	<u>variable</u> performance of specialised movement skills and sequences to achieve movement outcomes and solve movement challenges
	<u>purposeful</u> application of the elements of movement when composing and performing movement sequences	<u>effective</u> application of the elements of movement when composing and performing movement sequences	application of the elements of movement when composing and performing movement sequences	<u>partial</u> application of the elements of movement when composing movement sequences	<u>variable</u> application of the elements of movement in movement sequences

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.

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.

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, <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
examine	to determine the nature or condition of something
explanation; explain	provide additional information that demonstrates understanding of reasoning and/or application

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)
health-related fitness	<i>physical fitness</i> 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; <i>health-related fitness</i> 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, <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
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; <i>movement concepts</i> (or elements of movement) explored in the curriculum include body awareness, spatial awareness, effort awareness and relationship to/with objects, people and space; <i>movement strategies</i> 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, <i>partial</i> is a part, not the whole; incomplete, yet attempted, with some satisfactory evidence; this may be evidenced in: <ul style="list-style-type: none"> • 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)

Term	Description
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
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, <i>variable</i> 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