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|  | Years 7 and 8 standard elaborations — Australian Curriculum:  Health and Physical Education |

**Purpose**

The standards 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 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 7 and 8 Australian Curriculum: Health and Physical Education (H&PE) achievement standard | |
| By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others’ and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.  Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others’ health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform 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 7 and 8 H&PE standard elaborations

|  | A | B | C | D | E |
| --- | --- | --- | --- | --- | --- |
|  | The folio of student work has the following characteristics: | | | | |
| Investigating | discerning evaluation of strategies and resources to manage changes and transitions and purposeful investigation of their impact on identities | informed evaluation of strategies and resources to manage changes and transitions and effective investigation their impact on identities | evaluation of strategies and resources to manage changes and transitions and investigation of their impact on identities | explanation of strategies and resources to identify changes, transitions and partial investigation of their impact on identities | statements about strategies and resources to identify changes, transitions and statements about their impact on identities |
| discerning evaluation of the impact on wellbeing of relationships and valuing diversity | informed evaluation of the impact on wellbeing of relationships and valuing diversity | evaluation of the impact on wellbeing of relationships and valuing diversity | explanation of the impact on wellbeing of relationships and valuing diversity | statements about wellbeing, relationships and diversity |
| discerning analysis of factors that influence emotional responses | informed analysis of factors that influence emotional responses | analysis of factors that influence emotional responses | explanation of factors that influence emotional responses | statements about factors that influence emotional responses |
| purposeful investigation of strategies and practices that enhance their own, others’ and community health, safety and wellbeing | effective investigation of strategies and practices that enhance their own, others’ and community health, safety and wellbeing | investigation of strategies and practices that enhance their own, others’ and community health, safety and wellbeing | partial investigation of strategies and practices that enhance their own, others’ and community health, safety and wellbeing | statements about strategies and practices that enhance their own, others’ and community health, safety and wellbeing |
| discerning examination of the cultural and historical significance of physical activities | informed examination of the cultural and historical significance of physical activities | examination of the cultural and historical significance of physical activities | description of the cultural and historical significance of physical activities | statements about the cultural and historical significance of physical activities |
| discerning examination of how connecting to the environment can enhance health and wellbeing | informed examination of how connecting to the environment can enhance health and wellbeing | examination of how connecting to the environment can enhance health and wellbeing | description of how connecting to the environment can enhance health and wellbeing | statements about how connecting to the environment can enhance health and wellbeing |
| Performance and practical application | purposeful investigation and application of movement concepts and discerning selection of strategies to achieve movement and fitness outcomes | effective investigation and application of movement concepts and effective selection of strategies to achieve movement and fitness outcomes | investigation and application of movement concepts and selection of strategies to achieve movement and fitness outcomes | partial investigation and application of movement concepts and strategies to achieve movement and fitness outcomes | isolated application of movement concepts and strategies to achieve movement and fitness outcomes |
| purposeful application of personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity | effective application of personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity | application of personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity | partial application of personal and social skills to maintain relationships, safety, fair play and inclusivity | isolated application of personal and social skills to relationships, safety, fair play and inclusivity |
| purposeful demonstration of skills to make informed decisions, and propose and implement actions that promote their own and others’ health, safety and wellbeing | effective demonstration of skills to make informed decisions, and propose and implement actions that promote their own and others’ health, safety and wellbeing | demonstration of skills to make informed decisions, and propose and implement actions that promote their own and others’ health, safety and wellbeing | partial demonstration of skills to make decisions and propose and implement actions that promote their own and others’ health, safety and wellbeing | isolated demonstration of skills to propose and implement actions that promote their own and others’ health, safety and wellbeing |
| purposeful demonstration of control and accuracy when performing specialised movement sequences and skills | effective demonstration of control and accuracy when performing specialised movement sequences and skills | demonstration of control and accuracy when performing specialised movement sequences and skills | demonstration of performing specialised movement sequences and skills | isolated demonstration of performing specialised movement sequences and skills |
| purposeful application of movement concepts and discerning refinement of strategies to suit different movement situations | effective application of movement concepts and effective refinement of strategies to suit different movement situations | application of movement concepts and refinement of strategies to suit different movement situations | partial application of movement concepts and strategies to suit different movement situations | isolated application of movement concepts and strategies to suit different movement situations |
| purposeful application of the elements of movement to compose and perform movement sequences | effective application of the elements of movement to compose and perform movement sequences | application of the elements of movement to compose and perform movement sequences | partial application of the elements of movement to perform movement sequences | isolated application of the elements of movement to perform 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 7 and 8 H&PE SEs

These terms clarify the descriptors in the Years 7 and 8 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 |
| --- | --- |
| analyse | to [examine](#examine) and break down information into parts, make inferences and find evidence to support generalisations, to find meaning or relationships and [identify](#identify) patterns, similarities and differences |
| application; apply | use or employ in a particular situation |
| demonstration; demonstrate | to give a practical exhibition or explanation |
| description; descriptive; describe | to give an account of characteristics or features |
| discerning | showing good judgment to make thoughtful choices |
| 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 [justified](#justify) 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; examination | 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 (bouncing, throwing, catching, kicking, striking) |
| identify | to recognise or name someone or something |
| 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 |
| interpret | to explain the meaning of information or actions |
| investigate | to plan, collect, interpret and draw conclusions about data/information |
| isolated | sole or single, random, unrelated; something set apart; unrepeated; rarely demonstrated |
| justify | to show how an argument or conclusion is right or reasonable |
| 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-justified](#welljustified) 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 |
| solve | to work out a correct solution to a problem |
| specialised movement skills | refers to movement skills that are required in more organised games and activities; (e.g. fielding a groundball in softball, climbing a rock wall, performing a grapevine step in dance) |
| statement | a sentence or assertion |
| wellbeing | relates to a sense of satisfaction, happiness, effective social functioning and spiritual health, and the dispositions of optimism, openness, curiosity and resilience |
| well-justified | thorough, complete and fully providing sound reasons or evidence to support a statement; soundness requires that the reasoning is logical and likely to be true |