

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.

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

Years 7 and 8 H&PE standard elaborations

	A	B	C	D	E
The folio of student work has the following characteristics:					
Investigating	<u>discerning</u> evaluation of strategies and resources to manage changes and transitions and <u>purposeful</u> investigation of their impact on identities	<u>informed</u> evaluation of strategies and resources to manage changes and transitions and <u>effective</u> investigation their impact on identities	evaluation of strategies and resources to manage changes and transitions and investigation of their impact on identities	<u>explanation</u> of strategies and resources to <u>identify</u> changes, transitions and <u>partial</u> investigation of their impact on identities	<u>statements about</u> strategies and resources to <u>identify</u> changes, transitions and <u>statements about</u> their impact on identities
	<u>discerning</u> evaluation of the impact on wellbeing of relationships and valuing diversity	<u>informed</u> evaluation of the impact on wellbeing of relationships and valuing diversity	evaluation of the impact on wellbeing of relationships and valuing diversity	<u>explanation</u> of the impact on wellbeing of relationships and valuing diversity	<u>statements about</u> wellbeing, relationships and diversity
	<u>discerning</u> analysis of factors that influence emotional responses	<u>informed</u> analysis of factors that influence emotional responses	analysis of factors that influence emotional responses	<u>explanation</u> of factors that influence emotional responses	<u>statements about</u> factors that influence emotional responses
	<u>purposeful</u> investigation of strategies and practices that enhance their own, others' and community health, safety and wellbeing	<u>effective</u> 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	<u>partial</u> investigation of strategies and practices that enhance their own, others' and community health, safety and wellbeing	<u>statements about</u> strategies and practices that enhance their own, others' and community health, safety and wellbeing
	<u>discerning</u> examination of the cultural and historical significance of physical activities	<u>informed</u> examination of the cultural and historical significance of physical activities	examination of the cultural and historical significance of physical activities	<u>description</u> of the cultural and historical significance of physical activities	<u>statements about</u> the cultural and historical significance of physical activities
	<u>discerning</u> examination of how connecting to the environment can enhance health and wellbeing	<u>informed</u> examination of how connecting to the environment can enhance health and wellbeing	examination of how connecting to the environment can enhance health and wellbeing	<u>description</u> of how connecting to the environment can enhance health and wellbeing	<u>statements about</u> how connecting to the environment can enhance health and wellbeing

A	B	C	D	E
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The folio of student work has the following characteristics:

Performance and practical application	<p>purposeful investigation and application of movement concepts and discerning selection of strategies to achieve movement and fitness outcomes</p>	<p>effective investigation and application of movement concepts and effective selection of strategies to achieve movement and fitness outcomes</p>	<p>investigation and application of movement concepts and selection of strategies to achieve movement and fitness outcomes</p>	<p>partial investigation and application of movement concepts and strategies to achieve movement and fitness outcomes</p>	<p>isolated application of movement concepts and strategies to achieve movement and fitness outcomes</p>
	<p>purposeful application of personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity</p>	<p>effective application of personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity</p>	<p>application of personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity</p>	<p>partial application of personal and social skills to maintain relationships, safety, fair play and inclusivity</p>	<p>isolated application of personal and social skills to relationships, safety, fair play and inclusivity</p>
	<p>purposeful demonstration of skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing</p>	<p>effective demonstration of skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing</p>	<p>demonstration of skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing</p>	<p>partial demonstration of skills to make decisions and propose and implement actions that promote their own and others' health, safety and wellbeing</p>	<p>isolated demonstration of skills to propose and implement actions that promote their own and others' health, safety and wellbeing</p>
	<p>purposeful demonstration of control and accuracy when performing specialised movement sequences and skills</p>	<p>effective demonstration of control and accuracy when performing specialised movement sequences and skills</p>	<p>demonstration of control and accuracy when performing specialised movement sequences and skills</p>	<p>demonstration of performing specialised movement sequences and skills</p>	<p>isolated demonstration of performing specialised movement sequences and skills</p>
	<p>purposeful application of movement concepts and discerning refinement of strategies to suit different movement situations</p>	<p>effective application of movement concepts and effective refinement of strategies to suit different movement situations</p>	<p>application of movement concepts and refinement of strategies to suit different movement situations</p>	<p>partial application of movement concepts and strategies to suit different movement situations</p>	<p>isolated application of movement concepts and strategies to suit different movement situations</p>
	<p>purposeful application of the elements of movement to compose and perform movement sequences</p>	<p>effective application of the elements of movement to compose and perform movement sequences</p>	<p>application of the elements of movement to compose and perform movement sequences</p>	<p>partial application of the elements of movement to perform movement sequences</p>	<p>isolated application of the elements of movement to perform movement sequences</p>

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 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.

Term	Description
analyse	to examine and break down information into parts, make inferences and find evidence to support generalisations, to find meaning or relationships and 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, <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 justified 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; examination	to determine the nature or condition of something

Term	Description
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; <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 (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, <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
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; <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-justified 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
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