

Years 9 and 10 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 9 and 10 Australian Curriculum: Health and Physical Education (H&PE) achievement standard

By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

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 9 and 10 H&PE standard elaborations

	A	B	C	D	E
The folio of student work has the following characteristics:					
Investigating	<u>discerning</u> critical analysis of contextual factors that influence identities, relationships, decisions and behaviours	<u>informed</u> critical analysis of contextual factors that influence identities, relationships, decisions and behaviours	critical analysis of contextual factors that influence identities, relationships, decisions and behaviours	<u>explanation</u> of contextual factors that influence identities, relationships, decisions and behaviours	<u>statements about</u> identities, relationships, decisions and behaviours
	<u>discerning</u> analysis of the impact that attitudes and beliefs about diversity have on community connection and wellbeing	<u>informed</u> analysis of the impact that attitudes and beliefs about diversity have on community connection and wellbeing	analysis of the impact that attitudes and beliefs about diversity have on community connection and wellbeing	<u>explanation</u> of attitudes and beliefs about diversity in relationships to community connection and wellbeing	<u>statements about</u> attitudes and beliefs about diversity, community connection and wellbeing
	<u>discerning</u> evaluation of the outcomes of emotional responses to different situations	<u>informed</u> evaluation of the outcomes of emotional responses to different situations	evaluation of the outcomes of emotional responses to different situations	<u>explanation</u> of the outcomes of emotional responses to different situations	<u>statements about</u> emotional responses
	access to, and synthesis and application of health information from credible sources to propose and justify <u>discerning</u> responses to health situations	access to, and synthesis and application of health information from credible sources to propose and justify <u>informed</u> responses to health situations	access to, and synthesis and application of health information from credible sources to propose and justify responses to health situations	access to, and application of, health information from sources to <u>explain</u> responses to health situations	access to health information from sources to make <u>statements about</u> responses to health situations
	<u>discerning</u> proposition and evaluation of interventions to improve fitness and physical activity levels in communities	<u>informed</u> proposition and evaluation of interventions to improve fitness and physical activity levels in communities	proposition and evaluation of interventions to improve fitness and physical activity levels in communities	<u>explanation</u> of interventions that improve fitness and physical activity levels in communities	<u>statements about</u> fitness and physical activity levels in communities
	<u>discerning</u> examination of the role physical activity has played historically in defining cultures and cultural identities	<u>informed</u> examination of the role physical activity has played historically in defining cultures and cultural identities	examination of the role physical activity has played historically in defining cultures and cultural identities	<u>description</u> of the role physical activity has played historically in defining cultures and cultural identities	<u>statements about</u> the role physical activity has played historically in culture and cultural identities

	A	B	C	D	E
The folio of student work has the following characteristics:					
Investigating	purposeful application of decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing	effective application of decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing	application of decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing	partial application of decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing	isolated application of decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing
	purposeful demonstration of leadership, fair play and cooperation across a range of movement and health contexts	effective demonstration of leadership, fair play and cooperation across a range of movement and health contexts	demonstration of leadership, fair play and cooperation across a range of movement and health contexts	partial demonstration of leadership, fair play and cooperation across a range of movement and health contexts	isolated demonstration of leadership, fair play and cooperation across a range of movement and health contexts
Performance and practical application	purposeful application and transfer of movement concepts and strategies to new and challenging movement situations	effective application and transfer of movement concepts and strategies to new and challenging movement situations	application and transfer of movement concepts and strategies to new and challenging movement situations	partial application of movement concepts and strategies to new movement situations	isolated application of movement concepts and strategies to movement situations
	purposeful application of criteria to make discerning judgments about and refinement of their own and others' specialised movement skills and movement performances	effective application of criteria to make informed judgments about and refinement of their own and others' specialised movement skills and movement performances	application of criteria to make judgments about and refinement of their own and others' specialised movement skills and movement performances	partial application of criteria to make judgments about their own and others' specialised movement skills and movement performances	isolated application of criteria to their own and others' specialised movement skills and movement performances
	purposeful design and application of solutions to movement challenges through collaboration	effective design and application of solutions to movement challenges through collaboration	design and application of solutions to movement challenges through collaboration	partial design and application of solutions to movement challenges through collaboration	isolated application of solutions to movement challenges through collaboration
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 9 and 10 H&PE SEs

The following terms are used in the Years 9 and 10 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
change (n)	<i>change</i> is situational and refers to external conditions (e.g. different stages in a young person's life, including puberty and adolescence, moving from primary school to secondary school on a different site, moving between different cultures defined by different behavioural expectations, such as moving between home and school for an English as an additional language or dialect [EAL/D] student or a student caring for parents with a disability)
contextual factors	a range of factors that can influence health, safety, wellbeing and physical activity participation; these factors include, but are not limited to, personal, social, cultural, economic and political factors that exist in differing ways and have varying impacts across population groups
critically analyse	to analyse an issue or information in order to form a critical judgment; it can involve asking questions, identifying problems and solutions, applying knowledge, stating an argument and supporting it with evidence, or making comparisons and evaluating; in H&PE, <i>critically analysing</i> includes: <ul style="list-style-type: none">• exploring and experimenting with different offensive and defensive strategies in games and sports to determine an agreed game plan• investigating different forms of skill practice to determine the most effective for a given skill• identifying a key issue linked to the ethical use of mobile technologies in school, at home and in social situations, and developing critical questions to actively seek and propose solutions• investigating the physical, social and psychological impact of drugs such as energy drinks on young people's health and wellbeing• investigating, challenging stereotypes about and advocating for young people's involvement in community actions

Term	Description
demonstration; demonstrate	to give a practical exhibition or explanation
description; describe	to give an account of characteristics or features
design (v)	to plan and evaluate the construction of a product or process
discerning	showing good judgment to make thoughtful choices
discuss	to talk or write about a topic, taking into account different issues or ideas
effective	<ul style="list-style-type: none"> 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 application of processes, methods and strategies when using: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<p>provide the foundation for competent and confident participation in a range of physical activities;</p> <p><i>fundamental movement skills</i> developed through H&PE include:</p> <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

Term	Description
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)
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