## Physical Education 2010

### Highlighted syllabus standards

<table>
<thead>
<tr>
<th>Standard A</th>
<th>Standard B</th>
<th>Standard C</th>
<th>Standard D</th>
<th>Standard E</th>
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<tbody>
<tr>
<td><strong>Acquiring</strong>&lt;br&gt;The student work has the following characteristics:&lt;br&gt;- <strong>consistent and successful reproduction of a wide range of physical responses</strong> performed fluently, accurately, and where applicable with speed&lt;br&gt;- <strong>comprehensive and accurate demonstration and understanding</strong> of rules, safety and sophisticated performance strategies through physical responses&lt;br&gt;- <strong>in-depth comprehension</strong> of a wide range of terminologies, principles and concepts relevant to both the focus area and physical activity&lt;br&gt;- <strong>sustained and accurate use of appropriate textual features.</strong>&lt;br&gt;</td>
<td><strong>The student work has the following characteristics:</strong>&lt;br&gt;- <strong>successful reproduction of a range of physical responses</strong> performed fluently, accurately, and where applicable with speed&lt;br&gt;- <strong>accurate demonstration and understanding</strong> of rules, safety and sophisticated performance strategies through physical responses&lt;br&gt;- **comprehension of a range of terminologies, principles and concepts relevant to both the focus area and physical activity&lt;br&gt;- <strong>accurate use of appropriate textual features.</strong></td>
<td><strong>The student work has the following characteristics:</strong>&lt;br&gt;- <strong>competent reproduction of a range of physical responses</strong> performed with accuracy&lt;br&gt;- <strong>proficient demonstration and understanding</strong> of rules, safety and simple performance strategies through physical responses&lt;br&gt;- **comprehension of fundamental terminologies, principles and facts relevant to both the focus area and physical activity&lt;br&gt;- <strong>use of appropriate textual features.</strong>&lt;br&gt;</td>
<td><strong>The student work has the following characteristics:</strong>&lt;br&gt;- <strong>variable reproduction of physical responses</strong>&lt;br&gt;- **variable demonstration of rules, safety and basic performance strategies through physical responses&lt;br&gt;- **recollection and recognition of simple terminologies, principles or facts relevant to the focus area and physical activity&lt;br&gt;- <strong>use of textual features.</strong>&lt;br&gt;</td>
<td><strong>The student work has the following characteristics:</strong>&lt;br&gt;- <strong>isolated reproduction of physical responses</strong>&lt;br&gt;- **isolated demonstration of some learned rules and safety through physical responses&lt;br&gt;- **recognition of some information associated with the focus area and physical activity&lt;br&gt;- <strong>use of texts.</strong></td>
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| The student work has the following characteristics:  
· consistent and successful application and combination of a wide range of physical responses in authentic performance environments  
· consistent and successful application and combination of a wide range of team and individual strategies that enhance the physical performances of self and others  
· insightful, independent and appropriate analysis and application of information relating to both the focus area and physical activity  
· purposeful and effective selection, sequencing and organisation of relevant and substantial subject matter. | The student work has the following characteristics:  
· successful application and combination of a range of physical responses in authentic performance environments  
· successful application and combination of a range of team and individual strategies that enhance the physical performances of self and others  
· independent and appropriate analysis and application of information relating to both the focus area and physical activity  
· purposeful selection, sequencing and organisation of relevant and substantial subject matter. | The student work has the following characteristics:  
· competent application and combination of a range of physical responses in authentic performance environments  
· competent application and combination of a range of simple team and individual strategies that enhance the physical performances of self and others  
· appropriate analysis and application of information relating to both the focus area and physical activity  
· suitable selection, sequencing and organisation of relevant subject matter. | The student work has the following characteristics:  
· application of simple physical responses in authentic performance environments  
· application of simple team or individual strategies that relate to the physical performances of self or others  
· comparison and categorisation of information relating to the focus area and physical activity  
· selection and sequencing of subject matter. | The student work has the following characteristics:  
· isolated application of simple physical responses in authentic performance environments  
· isolated application of simple, rehearsed strategies that relate to the physical performances of self  
· comparison or categorisation of information with assistance  
· selection of basic subject matter. |

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Queensland Curriculum & Assessment Authority
October 2014

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<td>- consistent and discerning reflection and decision making that enhances physical responses and outcomes in or about authentic performance contexts</td>
<td>- discerning reflection and decision making that enhances physical responses and outcomes in or about authentic performance contexts</td>
<td>- competent reflection and decision making that assists physical responses and outcomes in or about authentic performance contexts</td>
<td>- guided reflection or decision making that supports simple physical responses and outcomes in or about authentic performance contexts</td>
<td>- directed physical responses and outcomes in or about authentic performance contexts</td>
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<td>- consistent and effective initiation of change or modification of personal and/or team strategies to solve problems in or about authentic performance contexts</td>
<td>- effective initiation of change or modification of personal and/or team strategies to solve problems in or about authentic performance contexts</td>
<td>- initiation of change or modification of personal and/or team strategies to solve simple problems in or about authentic performance contexts</td>
<td>- guided changes to personal and/or team strategies to offer solutions to simple problems in or about authentic performance contexts</td>
<td>- directed changes to personal physical responses to offer solutions to simple problems in or about authentic performance environments</td>
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<td>- discerning, convincingly justified and independent evaluations, solutions and recommendations concerning the focus area and physical activity</td>
<td>- justified and independent evaluations, solutions and recommendations concerning the focus area and physical activity</td>
<td>- defended evaluations and solutions concerning the focus area and physical activity</td>
<td>- superficial evaluations or solutions concerning the focus area and physical activity</td>
<td>- directed responses to problems concerning the focus area and physical activity</td>
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<td>- discerning and effective choice of communication strategies to enhance meaning and impact.</td>
<td>- effective choice of communication strategies that enhance meaning and impact.</td>
<td>- effective choice of communicative strategies that convey meaning.</td>
<td>- communication strategies that convey meaning.</td>
<td>- communication of some meaning.</td>
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**Key:**
- Cognition
- Qualitative difference / quality or degree words