

Years 3 and 4 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 3 and 4 Australian Curriculum: Health and Physical Education (H&PE) achievement standard

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

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 3 and 4 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 strategies for managing change	identification and description of strategies for managing change	identification of strategies for managing change	identification of aspects of strategies for managing change	statements about strategies and change
	identification and clear description of influences that strengthen identities	identification and description of influences that strengthen identities	identification of influences that strengthen identities	guided identification of influences that strengthen identities	directed identification about influences that strengthen identities
	description and thorough explanation of the benefits of being healthy and physically active	description and explanation of the benefits of being healthy and physically active	description of the benefits of being healthy and physically active	description of aspects of the benefits of being healthy and physically active	statements about being healthy and physically active
	clear and informed description of the connections they have to their community and identification and explanation of local resources to support health, wellbeing, safety and physical activity	informed description of the connections they have to their community and identification and description of local resources to support health, wellbeing, safety and physical activity	description of the connections they have to their community and identification of local resources to support health, wellbeing, safety and physical activity	identification of the connections they have to their community and identification of aspects of local resources to support health, wellbeing, safety and physical activity	statements about their community and local resources for health, wellbeing, safety and physical activity
	considered investigation of how emotional responses vary and clear explanation of how to interact positively with others in a variety of situations	informed investigation of how emotional responses vary and explanation of how to interact positively with others in a variety of situations	investigation of how emotional responses vary and description of how to interact positively with others in a variety of situations	partial investigation of how emotional responses vary and identification of how to interact positively with others in a variety of situations	statements about emotional responses and interacting positively with others
	considered interpretation of health messages and considered discussion of the influences on healthy and safe choices	informed interpretation of health messages and informed discussion of the influences on healthy and safe choices	interpretation of health messages and discussion of the influences on healthy and safe choices	explanation of health messages and identification of the influences on healthy and safe choices	identification of health messages and statements about healthy and safe choices

	A	B	C	D	E
The folio of student work has the following characteristics:					
Investigating	purposeful use of decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active	effective use of decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active	use of decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active	partial use of decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active	variable use of decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active
Performance and practical application	purposeful application of strategies for working cooperatively and applying rules fairly	effective application of strategies for working cooperatively and applying rules fairly	application of strategies for working cooperatively and applying rules fairly	partial application of strategies for working cooperatively and applying rules fairly	variable application of strategies for working cooperatively and applying rules fairly
	purposeful refinement of fundamental movement skills and purposeful application of movement concepts and strategies in a variety of physical activities and to solve movement challenges	effective refinement of fundamental movement skills and effective application of movement concepts and strategies in a variety of physical activities and to solve movement challenges	refinement of fundamental movement skills and application of movement concepts and strategies in a variety of physical activities and to solve movement challenges	partial refinement of fundamental movement skills and partial application of movement concepts and strategies in a variety of physical activities and to solve movement challenges	use of fundamental movement skills and variable application of movement concepts and strategies in a variety of physical activities and to solve movement challenges
	purposeful creation and performance of movement sequences using fundamental movement skills and the elements of movement	effective creation and performance of movement sequences using fundamental movement skills and the elements of movement	creation and performance of movement sequences using fundamental movement skills and the elements of movement	partial creation and performance of movement sequences using fundamental movement skills and the elements of movement	variable performance of movement sequences using fundamental movement skills and elements of movement

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 3 and 4 H&PE standard elaborations

The following terms are used in the Years 3 and 4 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, utilise 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)
guided	visual and/or verbal prompts to facilitate or support independent action
health messages	any message or advertising related to the health and wellbeing of people; these can be in the form of TV or magazine advertisements, media articles, product labelling, or portrayal of 'healthy' choices in the media
identification; identify	to establish or indicate who or what someone or something is; to recognise
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 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
recognise	to be aware of, or acknowledge and make connections; to identify
solve	to work out a correct solution to a problem
statement	a sentence or assertion
thorough	demonstrating depth and breadth, inclusive of relevant detail
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