

# Aquatic Practices 2019

## Highlighted syllabus standards

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>comprehensive description of concepts and ideas in aquatic contexts</li> <li>concise and coherent explanation of concepts and ideas in aquatic contexts</li> <li>proficient demonstration of a comprehensive range of skills in aquatic contexts.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>detailed description of concepts and ideas in aquatic contexts</li> <li>coherent explanation of concepts and ideas in aquatic contexts</li> <li>precise demonstration of a range of skills in aquatic contexts.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>description of concepts and ideas in aquatic contexts</li> <li>explanation of concepts and ideas in aquatic contexts</li> <li>demonstration of skills in aquatic contexts.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>superficial description of concepts and ideas in aquatic contexts</li> <li>disjointed explanation of concepts and ideas in aquatic contexts</li> <li>basic demonstration of skills in aquatic contexts.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>partial description of aquatic information</li> <li>statements of information about aquatic contexts</li> <li>guided demonstration of skills in aquatic contexts.</li> </ul>
Analysing and applying	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>discerning and logical analysis of information, situations and relationships in aquatic contexts</li> <li>discerning and proficient application of knowledge, understanding and skills in aquatic contexts</li> <li>concise and coherent use of language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>logical analysis of information, situations and relationships in aquatic contexts</li> <li>controlled application of knowledge, understanding and skills in aquatic contexts</li> <li>coherent use of language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>analysis of information, situations and relationships in aquatic contexts</li> <li>application of knowledge, understanding and skills in aquatic contexts</li> <li>use of language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>identification of situations and relationships in aquatic contexts</li> <li>basic application of knowledge, understanding and skills in aquatic contexts</li> <li>use of basic language conventions and features to communicate ideas and information.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>identification of aspects of situations and relationships in aquatic contexts</li> <li>partial application of knowledge and skills in aquatic contexts</li> <li>disjointed use of language conventions to communicate information.</li> </ul>

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<b>Planning and evaluating</b>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• generation of <b>insightful</b> plans and procedures for activities in aquatic contexts</li> <li>• <b>comprehensive</b> and <b>systematic</b> evaluation of the safety and effectiveness of activities in aquatic contexts</li> <li>• <b>justified</b> and <b>valid</b> recommendations with <b>detailed evidence</b> for activities in aquatic contexts.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• generation of <b>considered</b> plans and procedures for activities in aquatic contexts</li> <li>• <b>detailed</b> and <b>reasoned</b> evaluation of the safety and effectiveness of activities in aquatic contexts</li> <li>• <b>valid</b> recommendations with <b>evidence</b> for activities in aquatic contexts.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• generation of plans and procedures for activities in aquatic contexts</li> <li>• <b>evaluation</b> of the safety and effectiveness of activities in aquatic contexts</li> <li>• <b>recommendations</b> for activities in aquatic contexts.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• <b>listing</b> of <b>aspects of</b> plans and procedures for activities in aquatic contexts</li> <li>• <b>identification</b> of the safety and effectiveness of activities in aquatic contexts</li> <li>• <b>statements of opinion</b> about activities in aquatic contexts.</li> </ul>	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> <li>• <b>collection</b> of <b>information related to</b> planning in aquatic contexts</li> <li>• <b>statements about aspects of</b> the safety and effectiveness of aquatic activities</li> <li>• <b>statements about aspects of</b> activities in aquatic contexts.</li> </ul>

**Key:** Cognition Qualifier