

Health and Physical Education

In Health and Physical education, there is one point (0.5) at level 1 for assessing student progress towards the level 1 standard in the *Movement and physical activity* dimension.

Health and Physical Education – Progressing towards Level 1

Progression Point 0.5

At 0.5, the work of a student progressing towards the standard at Level 1 demonstrates, for example:

Movement and physical activity

- introductory components of a range of basic motor skills in a variety of environments, both with and without equipment
- partial control over their movements in personal and general space
- willingness to participate regularly in physical activity
- appropriate responses to simple directions, including following simple rules and using their own equipment and personal space safely with teacher guidance

Health and Physical Education – Level 1

Movement and physical activity

At Level 1, students perform basic motor skills and movement patterns, with or without equipment, in a range of environments. They regularly engage in periods of moderate to vigorous physical activity. They use simple vocabulary to describe movement, the physical responses of their bodies to activity and their feelings about participation in physical activity. When participating in movement and physical activities, they follow rules and procedures and share equipment and space safely.

Health knowledge and promotion

In Health and Physical Education, standards for the *Health knowledge and promotion* dimension are introduced at Level 3. *Health knowledge and promotion* learning focus statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.

Health and Physical Education – Progressing towards Level 2

Progression Point 1.25

At 1.25, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

Movement and physical activity

- performance of a variety of basic motor skills in a range of environments
- use of a combination of motor skills and movement patterns during individual activities
- partial control when participating in locomotor activities that require a change of direction and level
- willingness to participate in periods of moderate to vigorous physical activity
- knowledge of how some simple games or small group activities are organised

Progression Point 1.5

At 1.5, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

Movement and physical activity

- performance of a variety of basic motor skills and the beginnings of more complex skills
- use of a combination of motor skills and movement patterns in activities with a partner
- increasing control when participating in locomotor activities that require a change of speed, direction and level
- regular participation in periods of moderate to vigorous physical activity, and awareness of links between physical activity and health
- knowledge of simple rules and procedures of games or small group activities

Progression Point 1.75

At 1.75, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

Movement and physical activity

- use of a wide variety of basic motor skills, and a range of more complex skills
- use of a combination of motor skills and movement patterns in small group activities
- performance of simple rhythmical movement sequences
- regular participation in periods of moderate to vigorous physical activity and identification of some links between physical activity and health
- understanding of why rules and procedures are used in games and activities, including an understanding of safe use of equipment and space

Health and Physical Education – Level 2

Movement and physical activity

At Level 2, students demonstrate basic motor skills and some more complex skills. They combine motor skills and movement patterns during individual and group activities. They demonstrate control when participating in locomotor activities requiring change of speed, direction and level. They create and perform simple rhythmical movement sequences in response to stimuli. They regularly engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health. They explain the contribution rules and procedures make to safe conduct of games and activities. They use equipment and space safely.

Health knowledge and promotion

In Health and Physical Education, standards for the *Health knowledge and promotion* dimension are introduced at Level 3. *Health knowledge and promotion* statements for Levels 1 and 2 provide advice about learning experiences that will assist students to work towards the achievement of the standards at Level 3.

Health and Physical Education – Progressing towards Level 3

Progression Point 2.25

At 2.25, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

Movement and physical activity

- performance of some complex motor skills with the introduction of motor skills in minor games and activities
- performance of a simple coordinated movement sequence that contains some motor skills and movement patterns
- regular participation in periods of moderate to vigorous physical activity and identification of the links to skill development
- identification of simple game tactics such as finding space
- cooperation with a partner to achieve goals in cooperative game situations, including an understanding of the concept of fair play

Health knowledge and promotion

- identification of major stages in the human lifespan and recognition of their own stage of development
- recognition of their own traits and characteristics
- basic knowledge and skills which promote personal safety and wellbeing in the home, school and/or community; for example, crossing the road or not touching a syringe

Progression Point 2.5

At 2.5, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

Movement and physical activity

- developing control in the performance of a variety of complex motor skills, and the application of motor skills in minor games and activities
- performance of simple coordinated movement sequences that contain a variety of motor skills and movement patterns
- regular participation in periods of moderate to vigorous physical activity, and the identification of components of health-related fitness
- application of a simple game tactic such as leading into space
- cooperation within a small group to achieve goals in cooperative game situations, with an application of fair play

Health knowledge and promotion

- identification of similarities and differences of development within the lifespan stage of childhood; for example in height, growth rates and hair colour
- identification of factors, such as self-acceptance, taking risks and being independent, that contribute to a sense of wellbeing and self worth
- consideration of the nature of risks and hazards in the home, school and community, and of

Progression Point 2.75

At 2.75, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

Movement and physical activity

- control in the performance of a variety of complex motor skills with the introduction of a variety of motor skills in modified sport-specific games or activities
- creation of simple coordinated movement sequences that contain a variety of motor skills and movement patterns
- regular participation in periods of moderate to vigorous physical activity, and an understanding of the components of health-related fitness
- experimentation with basic games' tactics, with teacher support; for example, experimenting with one- on-one defence
- identification of ways to achieve the goals of a group in cooperative and competitive games, and an understanding of the roles of officials in game situations

Health knowledge and promotion

- knowledge of the major stages of the human lifespan
- evaluation and consideration of strategies to support their sense of wellbeing and self worth
- recognition of factors in their local environment that affect risk, hazard, challenge and safety
- an understanding of how environment and/or the provision of health services and products contribute to wellbeing

Progression Point 2.25

At 2.25, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- basic knowledge of people and services within the school community that contribute to personal health and wellbeing
- identification of their own healthy eating habits

Progression Point 2.5

At 2.5, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- relevant safety precautions
- identification of health services and products that contribute to local community health
 - consideration of healthy eating practices and reasons for the variation in people's food choices.

Progression Point 2.75

At 2.75, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- an understanding of healthy eating practices and reasons for people's food choices.

Health and Physical Education – Level 3

Movement and physical activity

At Level 3, students perform a broad range of complex motor skills. They demonstrate a wide variety of motor skills and apply them to basic, sport-specific situations. They create and perform coordinated movement sequences that contain a variety of motor skills and movement patterns. They participate regularly in physical activities for the purpose of improving skill and health, and identify and describe the components of health-related fitness. They begin to use basic games' tactics. They work with others to achieve goals in both cooperative and competitive sporting and games' situations, explain the concept of fair play, and respect the roles of officials. Students follow safety principles in games and activities.

Health knowledge and promotion

At Level 3, students describe the stages of human development across the human lifespan. Students explain basic concepts of identity and use simple strategies to maintain and support their self-worth. They identify basic safety skills and strategies at home, school and in the community, and describe methods for recognising and avoiding harmful situations. They describe how physical and social components in the local environment contribute to wellbeing and identify how health services and products address the health needs and concerns of the local community. They identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices.

Health and Physical Education – Progressing towards Level 4

Progression Point 3.25

At 3.25, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

Movement and physical activity

- identification of variables, such as precision and accuracy, that affect the control of motor skills in a variety of movement environments
- application of the basic and complex motor skills required in modified games and activities
- regular participation in moderate to vigorous physical activity, and awareness of the characteristics of physical activity intensities; for example, moderate physical activity intensity is associated with a slight but noticeable increase in breathing and heart rate and may cause sweating
- identification of strategies for the improvement of skill development and game performance
- identification of the variety of roles required in games and activities
- understanding of factors relating to the safe conduct of a game; for example, space available, equipment maintenance and rules

Health knowledge and promotion

- identification of puberty as a life stage
- understanding of the right to feel safe
- recognition of safety features of the home, school and/or in the community

Progression Point 3.5

At 3.5, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

Movement and physical activity

- understanding of variables that affect the control of motor skills in a range of movement environments
- application of basic and complex motor skills in games and activities with added demands; for example, applying skills in a defensive situation
- regular participation in moderate to vigorous physical activity, and awareness, in the context of a specific sport, of components of health-related fitness such as flexibility in gymnastics
- use of criteria to assess their own and others' skill development and game performance
- understanding of the responsibilities associated with a variety of roles in games and activities

Health knowledge and promotion

- identification of physical, emotional and/or social changes that occur during puberty
- identification and discussion of possible actions they can take if they feel unsafe at home, school and/or in the community

Progression Point 3.75

At 3.75, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

Movement and physical activity

- application of variables to improve control of motor skills in a range of movement environments
- confident application of basic and complex motor skills in complex games and activities
- regular participation in moderate to vigorous physical activity, and identification of their own physical activity levels
- reflection on their own and others' performances, and the provision of appropriate feedback to improve skill development and game performance
- performance of a variety of roles in games and activities, including applying procedures for the safe conduct of a game

Health knowledge and promotion

- understanding of the main physical, emotional and social changes that occur during puberty
- evaluation of possible actions they can take if they feel unsafe at home, school and/or in the community

Progression Point 3.25

At 3.25, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- identification of features of physical, social and emotional health
- identification of health services, products and/or information
- recognition of different reasons for food choices

Progression Point 3.5

At 3.5, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- identification of factors which affect physical, social and emotional health, both positively and negatively
- identification of the key features of a range of health services, products and/or information
- classification of foods into food selection models

Progression Point 3.75

At 3.75, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- analysis of their own physical, social and emotional health, and exploration of possible strategies to promote their health
- identification of a range of health services, products and/or information, and consideration of factors that may impact on their use
- use of food selection models to make judgments about different diets

Health and Physical Education – Level 4

Movement and physical activity

At Level 4, students perform confidently and efficiently in a range of movement environments (indoor, outdoor, and aquatic). They refine basic and complex motor skills and apply these skills in increasingly complex games and activities. They maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity. They explain the process for improving health-related fitness. Students effectively use strategic thinking and work with both more- and less-skilled peers to improve game performance. Students work independently to improve performance. They evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development. Students describe and analyse the various roles required in competitive sports. They work in a group to create a game, and establish rules and procedures for its safe conduct.

Health knowledge and promotion

At Level 4, students identify the likely physical, emotional and social changes that occur during puberty. They identify and discuss the validity of the ways in which people define their own and other people's identity. They describe the actions they can take if they feel unsafe at home, school and in the community. They describe the physical, social and emotional dimensions of health and establish health goals and plan strategies for improving their personal health. They describe a range of health services, products and information that can be accessed to help meet health needs and concerns. They analyse and explain physiological, social, cultural and economic reasons for food choices and analyse and describe food selection models. They describe how to prepare and store food hygienically.

Health and Physical Education – Progressing towards Level 5
Progression Point 4.25

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Movement and physical activity

- some complex movement and manipulative skills
- identification of their own physical activity levels
- maintenance of regular participation in moderate to vigorous physical activity
- identification of appropriate motor skills, strategies and tactics that could be used to improve individual and team performance

Health knowledge and promotion

- identification of the physical, social and emotional changes that occur during adolescence, focusing on puberty
- recognition of a range of risk-taking behaviours
- identification of a range of health concerns affecting young people
- identification of health resources, products and/or services designed for young people
- identification of the major nutrients necessary for growth and activity for young people

Progression Point 4.5

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Movement and physical activity

- refinement of technique in complex movement and manipulative skills
- identification of their physical activity levels and factors that can influence and motivate physical activity
- maintenance of regular participation in moderate to vigorous physical activity, and the identification of the components of health-related fitness
- understanding of how the choice of appropriate motor skills, strategies and tactics can improve individual and team performance

Health knowledge and promotion

- analysis of factors that could influence their own development, including the development of identity
- knowledge of harm-minimisation strategies for risk-taking behaviour
- knowledge of the implications of specific health concerns on young people; for example, the link between poor body image and disordered eating
- understanding of the characteristics of health resources, products and/or services designed for young people
- consideration of the role and function of the major nutritional needs of young people; for example the nutritional needs for growth and activity

Progression Point 4.75

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

Movement and physical activity

- increasing proficiency of complex movement and manipulative skills
- measurement and analysis of their own physical activity levels, and recommendations for improving or maintaining those levels
- maintenance of regular participation in moderate to vigorous physical activity and an understanding of the relationship between fitness, physical activity and health
- application of a combination of motor skills, strategies and tactics to improve individual and team performance

Health knowledge and promotion

- reflection on current and possible future experiences of adolescence
- evaluation of the effectiveness of harm-minimisation strategies
- exploration and evaluation of strategies that target the health concerns of young people
- evaluation of health resources, products and/or services designed to improve the health of young people
- identification and analysis of the influences on personal and family food selection



Health and Physical Education – Level 5

Movement and physical activity

At Level 5, students proficiently perform complex movement and manipulative skills. Students measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active. They maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity. They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance.

Health knowledge and promotion

At Level 5, students describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development. They describe the effect of family and community expectations on the development of personal identity and values. They identify outcomes of risk-taking behaviours and evaluate harm-minimisation strategies. They identify the health concerns of young people and the strategies that are designed to improve their health. They describe the health resources, products and services available for young people and consider how they could be used to improve health. They analyse a range of influences on personal and family food selection, and identify major nutritional needs for growth and activity.

Health and Physical Education – Progressing towards Level 6
Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Movement and physical activity

- use of manipulative and movement skills during complex activities
- identification of various training methods used to improve fitness
- understanding of the need for variety in activities to maintain regular participation in moderate to vigorous physical activity
- identification of skills and strategies used in specific game situations
- understanding of responsibilities required to undertake a variety of leadership roles in a sporting environment

Health knowledge and promotion

- identification of social and cultural factors that influence the development of personal identity and values
- knowledge of the nature of independence in terms of adolescent development, including, in sexual relationships
- identification of the major causes of injury, illness and death in Australia
- identification of a range of health needs of young people, including mental health

Progression Point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Movement and physical activity

- identification of ways to improve the quality of manipulative and movement skills in their performance during complex activities
- selection of appropriate training methods for improving fitness for specific activities
- development of a plan to improve or maintain regular participation in moderate to vigorous physical activity
- analysis of the skills and strategies employed by opposing teams
- the undertaking of a variety of leadership roles in a sporting environment; for example, as a coach or umpire

Health knowledge and promotion

- knowledge of a specific social and/or cultural influence on the development of personal identity and values
- knowledge of the rights and responsibilities associated with the increasing independence of young people, including in sexual relationships
- identification of personal behaviours and community actions that affect health status, both positively and negatively

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Movement and physical activity

- refinement in the execution of manipulative and movement skills during complex activities
- application of appropriate training methods to improve fitness for specific activities
- involvement in a variety of activities to improve or maintain regular participation in moderate to vigorous physical activity
- identification of skills and strategies to counter tactical challenges in game situations
- responsibility for the implementation of a role in a sporting environment; for example coach, umpire or competition manager

Health knowledge and promotion

- knowledge of a variety of social and cultural factors that shape individual personal identity and values
- an understanding of the responsibilities associated with an aspect of their developing independence
- an understanding of how health data informs service provision and health products
- identification of strategies that promote mental health and wellbeing
- analysis of factors which affect nutritional status of Australians, and the identification of strategies designed to improve it

Progression Point 5.25

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- identification of patterns of food consumption in Australia; for example, consumption of fruit and vegetables or take-away food

Progression Point 5.5

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- identification of the health services and products provided by government and non-government bodies.
- a knowledge of factors contributing to current trends in nutritional status of Australians

Progression Point 5.75

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

Health and Physical Education – Level 6**Movement and physical activity**

At Level 6, students demonstrate proficiency in the execution of manipulative and movement skills during complex activities. They demonstrate advanced skills in selected physical activities. They use training methods to improve their fitness level, and participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity. They employ and devise skills and strategies to counter tactical challenges in games situations. They assume responsibility for conduct of aspects of a sporting competition in which roles are shared and display appropriate sporting behaviour.

Health knowledge and promotion

At Level 6, students identify and describe a range of social and cultural factors that influence the development of personal identity and values. They identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships. They describe mental health issues relevant to young people. They compare and evaluate perceptions of challenge, risk and safety. They demonstrate understanding of appropriate assertiveness and resilience strategies. They analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people. They identify and describe strategies that address current trends in the nutritional status of Australians. They analyse and evaluate the factors that affect food consumption in Australia.

Health and Physical Education – Progressing beyond Level 6

Progression Point 6.25

At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Movement and physical activity

- identification of biomechanical and skill-acquisition principles involved in the execution of manipulative and movement skills during complex activities; for example, transference of weight and use of feedback in an overhand throw
- identification of training methods appropriate to different population groups such as children, elderly people and people with a disability
- planning for involvement in a variety of activities to maintain their regular participation in moderate to vigorous physical activity
- development of a team plan for countering tactical challenges in game situations
- understanding of the management requirements for basic sporting competitions and events

Health knowledge and promotion

- the use of health data to explain the health status of a specific group or groups and/or a health issue
- a detailed knowledge of resources and/or services designed for a specific group and/or to address a particular health issue
- a detailed knowledge of a local, state or national strategy designed to promote health

Progression Point 6.5

At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Movement and physical activity

- application of knowledge of biomechanical and skill-acquisition principles in the execution of manipulative and movement skills during complex activities
- selection and adaptation of appropriate training methods for different population groups
- development of a plan and evaluation of their involvement in various activities undertaken to maintain regular participation in moderate to vigorous physical activity
- employment of a team plan for countering tactical challenges in game situations
- awareness of the planning process required for the conduct of a basic sporting competition or event

Health knowledge and promotion

- analysis of patterns and trends in given health data, and understanding of the factors that influence them
- analysis of the resources and services designed for a specific group and/or to address a particular health issue
- analysis of a local, state or national strategy designed to promote health

Progression Point 6.75

At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

Movement and physical activity

- refinement of specific biomechanical and skill-acquisition principles in the execution of manipulative and movement skills during complex activities
- justification of the selection of appropriate training methods for different population groups
- planning, evaluation and modification of their involvement in a variety of activities to maintain regular participation in moderate to vigorous physical activity
- justification for their choice of tactics used in countering challenges in game situations
- leadership in the conduct of a basic sporting competition or event

Health knowledge and promotion

- analysis and synthesis of health data to identify trends and patterns in the health status of a specific group or groups, and/or in relation to a particular health issue
- evaluation of health resources and services designed for a specific group or groups, and/or to address a particular health issue
- evaluation of a local, state or national strategy designed to promote health

Progression Point 6.25

At 6.25, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

- knowledge and understanding of the role of advocacy in improving wellbeing of individuals and groups

Progression Point 6.5

At 6.5, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

- a design a plan for a strategy to advocate for health in relation to a specific issue or group.

Progression Point 6.75

At 6.75, the work of a student progressing beyond the standard at Level 6 demonstrates, for example:

- a design for, and evaluation of, a strategy for advocating for the health of a specific group or to address a particular health issue