

Health and Physical Education: Summary of key consultation issues and proposed responses

Area	Issue	Specific matters needing attention	ACARAs proposed response
Organisation	Content structure	Links to the characteristics underpinning the curriculum from the Shape Paper are not apparent.	Paragraphs explaining the 5 characteristics from the Shape Paper and how they have been translated/operationalised in the curriculum will be included in the Organisation/Content structure section.
		Relationship between the various elements of the curriculum not clear.	A graphical representation of the relationship between the strands, key ideas and contexts will be developed. Explanatory text will also be included to ensure clarity.
	Key ideas	Role and purpose of the key ideas are not clear.	Rename label of key ideas to sub-strands to make purpose as an organising element clearer. Revise text under the key idea section to make the role of key ideas clearer.
	Contexts for learning	Expectations in relation to the teaching of the contexts of learning are not clear and need to be more explicit.	Revise text in the context of learning sections to make expectations regarding when the contexts should be addressed clearer. Undertake a mapping of contexts to content descriptions and/or elaborations.
Student diversity	Students with disability	Advice regarding adjustments and modifications to movement-based lessons for students with physical disability too vague.	Revise text regarding adjustments and modifications to movement-based lessons for students with physical disability to provide more direction for teachers.
General capabilities	General capabilities	Some of the opportunities for developing the capabilities in the summary paragraphs are not evident in the content.	Undertake a mapping exercise to ensure a broad range of opportunities are identified in the summary paragraphs and are explicitly mapped to content descriptions.

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Cross-curriculum priorities	Cross-curriculum priorities	Some of the opportunities to embed the priorities are perceived to be tokenistic.	Review links to cross-curriculum priorities with Cross-curriculum priorities team and ensure that all opportunities mapped are authentic learning situations.
Foundation to Year 10 curriculum	Band descriptions	The explore questions included in the band descriptions are too heavily focused on the individual and need to explore social and cultural aspects. They also seem to have an imbalance towards the health aspects.	Review the explore questions to determine whether they add value to understanding what is expected to be taught in each band. Consider removing the explore questions if the understanding included within the questions is already sufficiently covered in the band description, content and achievement standard.
	Content descriptions	The content descriptions are too wordy and are repetitive in some bands. Number of content descriptions needs to be reviewed to ensure it is manageable.	Map the content descriptions within and across bands to ensure appropriate progression and eliminate repetition of content and reduce the number of descriptions as appropriate to ensure they represent a manageable set of expectations. Review and revise all content descriptions to simplify the wording.
	Elaborations	The elaborations are inconsistent in the number for each content description and unfairly privilege some contexts of learning over others.	Review the number of elaborations and ensure that there is consistency across strands and bands of learning. Undertake a mapping exercise across all bands of learning to ensure a balanced coverage of the contexts of learning within the elaborations.

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	Achievement standards	<p>The achievement standards lack clarity about quality of learning.</p> <p>Some of the standards are not well aligned to the content descriptions.</p> <p>The progression from band to band is inconsistent and too steep between some bands.</p>	<p>Review the achievement standards to align with the revised content and map to ensure the cognitive demand of each band of learning is pitched appropriately and the progression between bands is consistent.</p> <p>National workshop including representatives from all states and territories (teachers and curriculum officers) will be undertaken 17 July to validate the achievement standards.</p>
Glossary	Glossary	Some terms used within the curriculum that are not fully understood are not included in the Glossary.	Revise the Glossary to ensure that it is comprehensive and that the operational definitions of terms are in plain English and are easily understandable by all teachers.