

### Quick-print version

The quick-print version provides a useful reference comprised of the mandatory content descriptions and achievement standards outlined in the Victorian Curriculum F–10.

All other curriculum material, including the introduction materials, such as the rationale and aims, structural information, ‘learning in’ section and glossary, as well as advisory materials, such as the elaborations, are available from the [Victorian Curriculum F–10](http://victoriancurriculum.vcaa.vic.edu.au/overview/diversity-of-learners) website.

Note that only one Language (French) has been included in the quick-print version as a representative sample.

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# Overview

The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

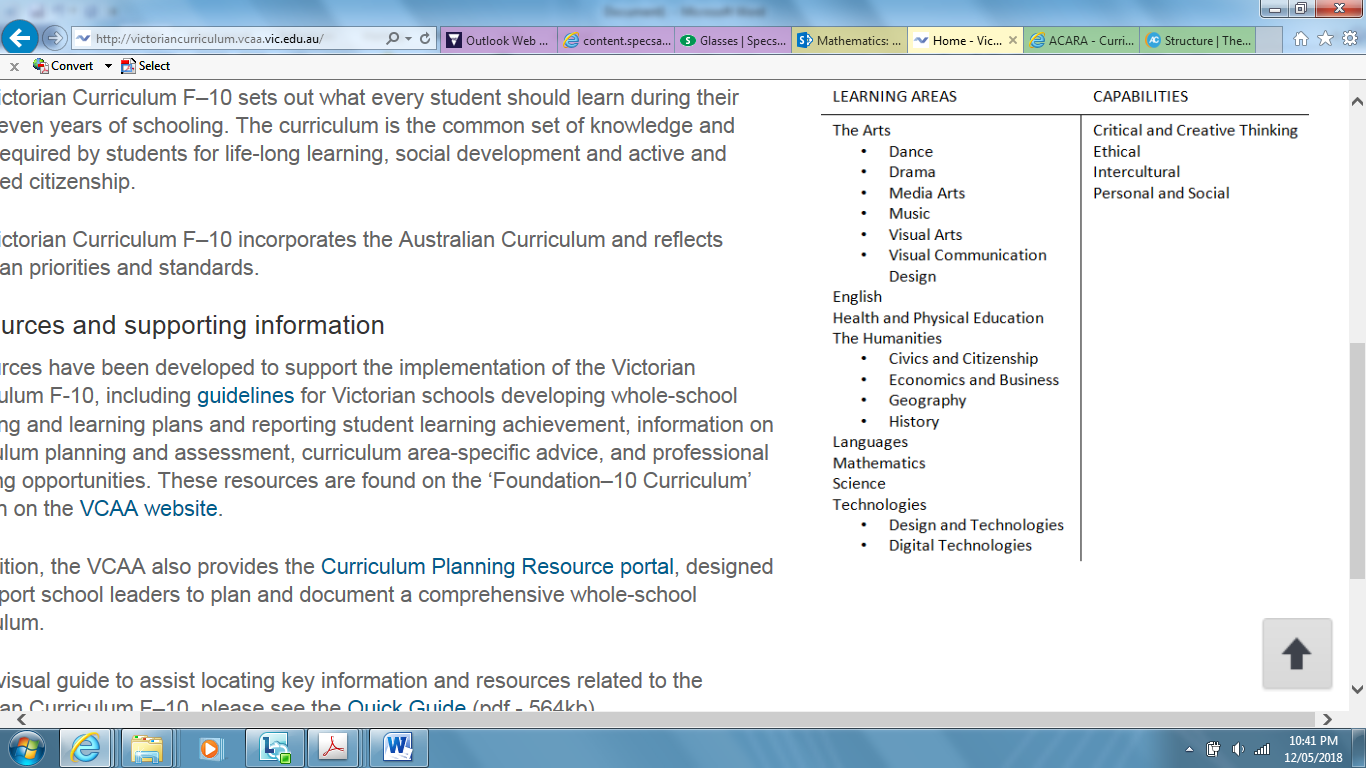
The Victorian Curriculum F–10 sets out a single, coherent and comprehensive set of content descriptions and associated achievement standards to enable teachers to plan, monitor, assess and report on the learning achievement of every student.

The Victorian Curriculum F–10 incorporates and reflects much of the Australian Curriculum F–10, but differs in some important respects, most notably the representation of the curriculum as a continuum of learning and the structural design.

**Structural design**

**Learning areas and Capabilities**

The Victorian Curriculum F–10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated.

**Learning areas -** The Victorian Curriculum F–10 learning areas are a clear and deliberate reaffirmation of the importance of a discipline-based approach to learning, where learning areas are regarded as both enduring and dynamic.

Their enduring nature rests in their different epistemologies, or ways of understanding, and the associated skills they provide for students. Each of the learning areas provides and is defined by a unique way of seeing, understanding and engaging with the world. For the Arts, the Humanities and the Technologies, students engage in and through disciplines, which provide discrete content descriptions and achievement standards.

**Capabilities -** The Victorian Curriculum F–10 includes capabilities, which are a set of discrete knowledge and skills that can and should be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines. A key distinction between the Australian Curriculum F–10 and the Victorian Curriculum F–10  is the provision of content descriptions and achievement standards in the four capabilities

# Structure

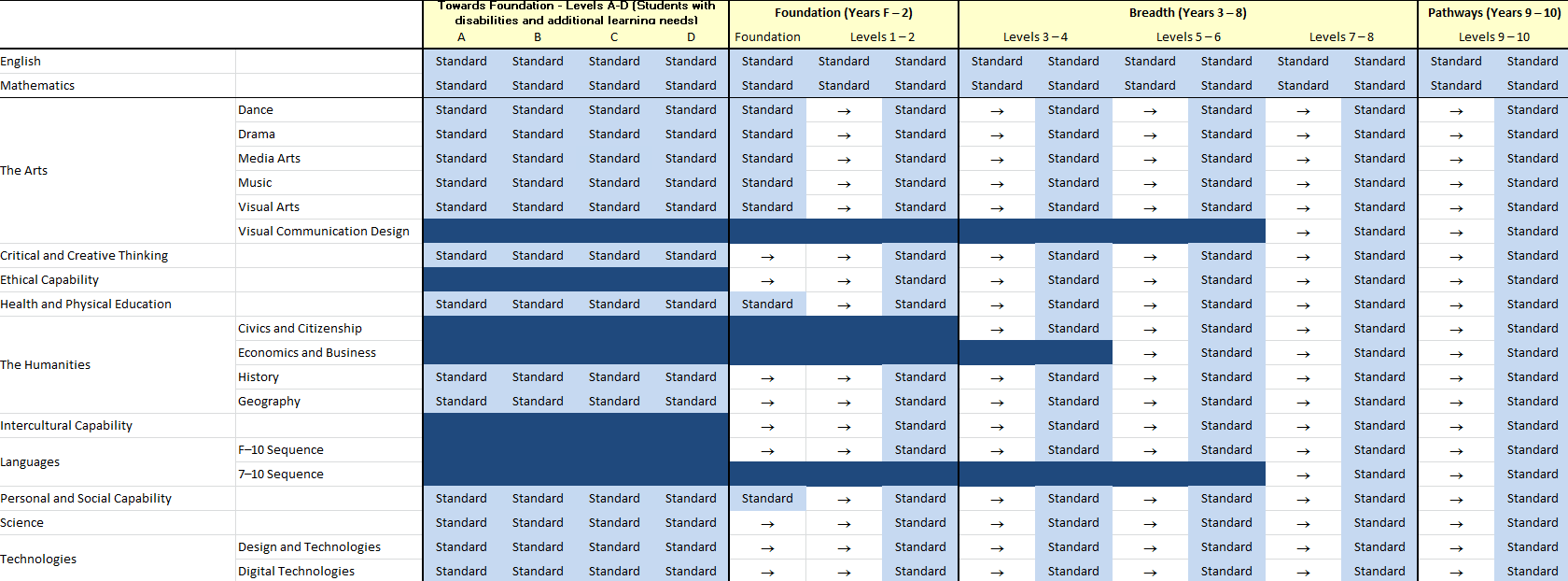
The Victorian Curriculum F–10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

Each curriculum area includes content descriptions explaining what is to be taught and achievement standards describing what students are able to understand and do. The achievement standards are provided in 11 levels for English and Mathematics or in five or six bands for all the other learning areas and capabilities (see table below).

The achievement standards reflect the emphasis within the broad stages of schooling, these being:

* Foundation stage (Years Prep–2) - The focus is on the five curriculum areas of English, Mathematics, The Arts, Health and Physical Education, and Personal and Social capability. These areas all have a standard at Foundation. In the early years of schooling, schools may choose to structure teaching and learning programs around the Victorian Early Years Learning and Development Framework (VEYLDF).
* Breadth stage (Years 3–8) - Students have the opportunity to fully engage with all learning areas and capabilities, with a focus on English, Mathematics, Science.
* Pathways stage (Years 9–10) - Students engage in a broad education and begin to plan their senior secondary program of study.

The Victorian Curriculum F–10 has been developed to ensure that curriculum content and achievement standards enable continuous learning for all students, including students with disabilities and additional learning needs, English as an additional language and gifted and talented students. The objectives of the Victorian Curriculum are the same for all students. The curriculum offers flexibility for teachers to tailor their teaching in ways that provide rigorous, relevant and engaging learning and assessment opportunities for students.



# English

**Rationale**

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The English curriculum contributes both to nation-building and to internationalisation, including Australia’s links to Asia.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience.

**Aims**

The English curriculum aims to ensure that students:

* learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
* appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
* understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
* develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

**Structure**

The English curriculum is organised by three language modes.

**Reading and Viewing -** involves students understanding, interpreting, critically analysing, reflecting upon, and enjoying written and visual, print and non-print texts. It encompasses reading and viewing a wide range of texts and media, including literary texts. Reading involves active engagement with texts and the development of knowledge about the relationship between them and the contexts in which they are created. It also involves the development of knowledge about a range of strategies for reading.

**Writing -** involves students in the active process of conceiving, planning, composing, editing and publishing a range of texts. Writing involves using appropriate language for particular purposes or occasions, both formal and informal, to express and represent ideas and experiences, and to reflect on these aspects. It involves the development of knowledge about strategies for writing and the conventions of Standard Australian English. Students develop a metalanguage to discuss language conventions and use.

**Speaking and Listening -** refers to the various formal and informal ways oral language is used to convey and receive meaning. It involves the development and demonstration of knowledge about the appropriate oral language for particular audiences and occasions, including body language and voice. It also involves the development of active-listening strategies and an understanding of the conventions of different spoken texts.

The language modes are interrelated and the learning in one often supports and extends learning of the others. Each content description has been placed in the mode which is the major focus of its learning.

Classroom contexts that address particular content descriptions will necessarily draw on more than one of these modes in order to support students’ effective learning. For example, students will learn new vocabulary through listening and reading and apply their knowledge and understanding in their speaking and writing as well as in their comprehension of both spoken and written texts.

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Language** | **Language** | **Language** | **Language** |
| **Text structure and organisation** | **Text structure and organisation** | **Text structure and organisation** | **Text structure and organisation** |
| Encounter various forms of texts and respond to sounds, text, symbols, images or objects in their environment | Recognise that texts can have many forms, can use images, objects and symbols | Recognise that texts and communication can take various forms including multimodal and picture books | Investigate different forms of texts and the relationship between symbols, images and objects |
| Encounter books, print and digital texts and respond to images in the text | Recognise and attend to images in texts and on the screen | Know that successive pages or images in a book or on a screen present a story in sequence | Identify some of the features of text such as digital/screen layout or the features of a book cover |
| **Expressing and developing ideas** | **Expressing and developing ideas** | **Expressing and developing ideas** | **Expressing and developing ideas** |
| Experience sentences being used to express ideas and information and responds to different words, sounds and noise | Know that an object has a name | Recognise that a group of words can communicate a message | Understand how to make a statement or ask a question |
| Respond to words and groups of words and objects in texts and in the environment | Recognise an object when named, signed or shown in an image | Know how to use the connection between the object, its name, image or sign | Recognise how a group of words can represent an object or image |
| Respond to images and words in texts | Recognise familiar objects and images in stories and informative texts | Recognise the use of images to represent an event, object or idea | Explore connection between words, objects and images in stories and informative texts |
| **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** |
| Encounter words and writing within the environment and respond to spoken words in familiar environments | Explore the concept of difference through matching letters, images, shapes and familiar words and sounds | Explore similarities and differences between letters by shape and size and match some letters with their name or sound | Know that a letter can be the same but look different, including capital and lower-case letters, and match some letters with their sound and name |
| React to preferred sounds | Reproduce sounds associated with familiar objects and names | Recognise different sounds and their connection to a word or image | Identify and make sounds associated with the beginning letter of words or images |
| **Literature** | **Literature** | **Literature** | **Literature** |
| **Literature and context** | **Literature and context** | **Literature and context** | **Literature and context** |
| React to texts, related to personal experience and familiar events | Respond to texts which reflect personal and family experiences | Recognise key events in texts which reflect personal and familiar experiences | Identify topic and key events in texts that reflect personal and familiar experiences |
| **Examining literature** |  |  |  |
| Experience and respond to different types of literary texts in various modes | Attend to features of literary texts such as images, rhyme and refrains | Identify characteristics of familiar literary texts including poetry | Know some characteristics and features of literary texts, such as characters, beginning and ending in stories and rhyme in poetry |
| Experience texts with different features, events and characters and respond to different literary texts | Recognise a familiar event or character during shared reading or viewing of text | Recognise familiar texts which share the same character or similar topic or event | Identify the characters, events and setting in a literary text |
| **Literacy** | **Literacy** | **Literacy** | **Literacy** |
| **Texts in context** | **Texts in context** | **Texts in context** | **Texts in context** |
| Respond to texts within the everyday environment | Attend to texts that have a variety of contexts | Explore some familiar texts and images used in the community | Identify some familiar texts and their use in the community |
| **Interpreting, analysing, evaluating** | **Interpreting, analysing, evaluating** | **Interpreting, analysing, evaluating** | **Interpreting, analysing, evaluating** |
| React to a range of texts including visual, audio and print text | Use images to obtain meaning from shared texts | Recognise that images, words and symbols convey meaning | Read a simple sentence or pictorial representation of a sentence |
| Experience and respond to different forms of communication and texts being read or viewed | Attend to images while listening to and viewing texts | Use images within text to identify key objects and events | Use images to retell or comment on a familiar text listened to and viewed |
| React to a variety of imaginative and informative texts | Attend to imaginative and informative texts including visual schedules in everyday experiences | Use simple visual schedules and selected imaginative and informative texts | Identify some familiar informative and imaginary texts |

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Achievement Standards** | **Achievement Standards** | **Achievement Standards** | **Achievement Standards** |
| By the end of Level A, students react to a range of spoken, written and multimodal texts from familiar contexts. They respond to images of familiar people, objects or events. They fleetingly maintain eye contact with a person or object. They enjoy reading material as it is being read/experienced, shown or told. They can track objects, people or images for a short period of time. | By the end of Level B, students will listen to and view a range of spoken, written and multimodal texts from familiar contexts. They can focus on an image during the sharing of a text. They select a text using visual images and request a text to be read. Students can recognise images of familiar people. They recognise their own name in print using a shape or beginning letter. They can sort and match pictures and shapes. They imitate some reading behaviour, including holding reading material upright and turning pages several at a time. They can show another person their favourite character or object in a text. | By the end of Level C, students listen to and view a range of spoken, written and multimodal texts from familiar contexts. They identify the main character or event in a familiar text using visual images from the text. They participate in interactive stories and repeat or activate a short phrase or refrain during the sharing of a familiar text. When reading, students move through a print text from front to back. They can comment or point to illustrations in reading material to predict the topic of the material. They use a key word to respond to questions about what is happening in a text. They can make a graphophonic identification of their own name. They can match letters and numbers, and identify some letters and numbers named by another. | By the end of Level D, students listen to and view a range of spoken, written and multimodal texts from familiar contexts. They identify the main character and event in an imaginative text. They use visual images to identity the key topic or theme within an informative text. They understand familiar text by using images and communicate a short statement about the text. They can follow a simple pictorial timetable. They select their own reading material by looking at the picture on the cover. They model reading by tracking text page by page, from left to right and top to bottom, and follow or point to a line of text as it is being read. They use illustrations to retell a story and answer simple questions about a story. They recognise the connection between print and the spoken word, identifying spaces, letters and/or words in text, and reading familiar words and signs using partial cues and illustrations. They identify some letters of the English alphabet and their associated sound. They retell a picture story they have selected using key words to describe each picture. They respond to questions and sequence key words to describe or predict what is happening in a picture, movie or book. |

| Foundation Level | Level 1 | Level 2 | Level 3 |
| --- | --- | --- | --- |
| **Language** | **Language** | **Language** | **Language** |
| **Text structure and organisation** | **Text structure and organisation** | **Text structure and organisation** | **Text structure and organisation** |
| Understand that texts can take many forms, and that imaginative and informative texts have different purposes | Understand that the purposes texts serve shape their structure in predictable ways | Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose | Understand how different types of texts vary in use of language choices, depending on their purpose, audience and context, including tense and types of sentences |
| Understand concepts about print and screen, including how books, film and simple digital texts work, and know some features of print, including directionality | Understand concepts about print and screen, including how different types of texts are organised using page numbering, tables of content, headings and titles, navigation buttons, bars and links | Know some features of text organisation including page and screen layouts, alphabetical order, and different types of diagrams | Identify the features of online texts that enhance navigation |
| **Expressing and developing ideas** | **Expressing and developing ideas** | **Expressing and developing ideas** | **Expressing and developing ideas** |
| Recognise that sentences are key units for expressing ideas | Identify the parts of a simple sentence that represent ‘What’s happening?’, ‘Who or what is involved?’ and the surrounding circumstances | Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses usually linked by a coordinating conjunction | Identify the effect on audiences of techniques, including shot size, vertical camera angle and layout in picture books, advertisements and film segments |
| Recognise that texts are made up of words and groups of words that make meaning | Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) | Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words |  |
| Explore the different contribution of words and images to meaning in stories and informative texts | Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning | Understand that nouns represent people, places, things and ideas and include common, proper, concrete or abstract, and that noun groups/phrases can be expanded using articles and adjectives |  |
| **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** |
| Recognise all upper- and lower-case letters and the most common sound that each letter represents | Recognise short vowels, common long vowels and consonant digraphs, and consonant blends | Learn some generalisations for adding suffixes to words | Understand how to apply knowledge of letter–sound relationships, and blending and segmenting to read and use more complex words with less common consonant and vowel clusters |
| Blend sounds associated with letters when reading consonant-vowel-consonant words | Understand how to spell one and two syllable words with common letter patterns | Recognise most letter–sound matches including silent letters, trigraphs, vowel digraphs and common long vowels, and understand that a sound can be represented by various letter combinations | Recognise most high-frequency words, know how to use common prefixes and suffixes, and know some homophones and generalisations for adding a suffix to a base word |
|  | Understand that a letter can represent more than one sound, and that a syllable must contain a vowel sound |  |  |
| **Literature** | **Literature** | **Literature** | **Literature** |
| **Examining literature** | **Examining literature** | **Examining literature** | **Examining literature** |
| Recognise some different types of literary texts and identify some characteristic features of literary texts |  | Discuss the characters and settings of different texts and explore how language is used to present these features in different ways | Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative |

|  |  |  |  |
| --- | --- | --- | --- |
| Foundation Level | Level 1 | Level 2 | Level 3 |
| Identify some features of texts including events and characters and retell events from a text |  |  | Discuss the nature and effects of some language devices used to enhance meaning and shape the reader’s reaction, including rhythm and onomatopoeia in poetry and prose |
| **Literature and context** | **Literature and context** | **Literature and context** | **Literature and context** |
| Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students’ own experiences |  |  |  |
| **Responding to literature** | **Responding to literature** | **Responding to literature** | **Responding to literature** |
|  |  |  | Draw connections between personal experiences and the worlds of texts, and share responses with others |
|  |  |  | Develop criteria for establishing personal preferences for literature |
| **Literacy** | **Literacy** | **Literacy** | **Literacy** |
| **Texts in context** | **Texts in context** | **Texts in context** | **Texts in context** |
| Identify some familiar texts and the contexts in which they are used | Respond to texts drawn from a range of cultures and experiences | Discuss different texts on a similar topic, identifying similarities and differences between the texts | Identify the point of view in a text and suggest alternative points of view |
| **Interpreting, analysing, evaluating** | **Interpreting, analysing, evaluating** | **Interpreting, analysing, evaluating** | **Interpreting, analysing, evaluating** |
| Read texts with familiar structures and features, practicing phrasing and fluency, and monitor meaning using concepts about print and emerging phonic, semantic, contextual and grammatical knowledge | Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features | Read familiar and some unfamiliar texts with phrasing and fluency by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, predicting, rereading and self-correcting | Read an increasing range of imaginative, informative and persuasive texts by combining phonic, semantic, contextual and grammatical knowledge, using text processing strategies, including confirming, rereading and cross-checking |
| Use comprehension strategies to understand and discuss texts listened to, viewed or read independently | Read texts with familiar features and structures using developing phrasing, fluency, phonic, semantic, contextual, and grammatical knowledge and emerging text processing strategies, including prediction, monitoring meaning and rereading | Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures | Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features |
| Identify some differences between imaginative and informative texts | Describe some differences between imaginative, informative and persuasive texts, and identify the audience of imaginative, informative and persuasive texts | Analyse how different texts use nouns to represent people, places, things and ideas in particular ways | Analyse how different texts use verb groups to represent different processes (action, thinking, feeling, saying, relating |
| **Achievement Standards** | **Achievement Standards** | **Achievement Standards** | **Achievement Standards** |
| By the end of the Foundation level, students use questioning and monitoring strategies to make meaning from texts. They recall one or two events from texts with familiar topics. They understand that there are different types of texts and that these can have similar characteristics. They identify connections between texts and their personal experience. They read short predictable texts with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print, and sound and letters. They identify all the letters of the English alphabet in both upper- and lower-case, and know and can use the sounds represented by most letters. | By the end of Level 1, students understand the different purposes of texts. They make connections to personal experience when explaining characters and main events in short texts. They identify that texts serve different purposes and that this affects how they are organised. They are able to read aloud, with developing fluency, short texts with some unfamiliar vocabulary, simple and compound sentences and supportive images. When reading, they use knowledge of the relationships between sounds and letters, high-frequency words, sentence-boundary punctuation and directionality to make meaning. They recall key ideas and recognise literal and implied meaning in texts. | By the end of Level 2, students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events or communicate factual information. They recognise all Standard Australian English phonemes, and most letter–sound matches. They read texts that contain varied sentence structures, some unfamiliar vocabulary, a significant number of high-frequency sight words and images that provide additional information. They monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge. They identify literal and implied meaning, main ideas and supporting detail. Students make connections between texts by comparing content. | By the end of Level 3, students understand how content can be organised using different text structures depending on the purpose of the text. They understand how language features, images and vocabulary choices are used for different effects. They read texts that contain varied sentence structures, a range of punctuation conventions, and images that provide additional information. They apply appropriate text processing strategies when decoding and monitoring meaning in texts, and use knowledge of letter-sound relationships, and blending and segmenting to read more complex words. They can identify literal and implied meaning connecting ideas in different parts of a text.  They select information, ideas and events in texts that relate to their own lives and to other texts. |

| Level 4 | Level 5 | Level 6 |
| --- | --- | --- |
| **Language** | **Language** | **Language** |
| **Text structure and organisation** | **Text structure and organisation** | **Text structure and organisation** |
| Identify features used in imaginative, informative and persuasive texts to meet the purpose of the text, and understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience | Understand how texts vary in purpose, structure and topic as well as the degree of formality | Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects |
| Identify features of online texts that enhance readability including text, navigation, links, graphics and layout | Investigate how the organisation of texts into chapters, headings, subheadings, home pages and sub pages for online texts and according to chronology or topic can be used to predict content and assist navigation |  |
| **Expressing and developing ideas** | **Expressing and developing ideas** | **Expressing and developing ideas** |
| Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts | Explain sequences of images in print texts and compare these to the ways hyperlinked digital texts are organised, explaining their effect on viewers’ interpretations | Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts |
| Understand how adverb groups/phrases and prepositional phrases work in different ways to provide circumstantial details about an activity |  |  |
| Investigate how quoted (direct) and reported (indirect) speech work in different types of text |  |  |
| **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** |
|  | Understand how to use banks of known words, syllabification, spelling patterns, word origins, base words, prefixes and suffixes, to spell new words, including some uncommon plurals |  |
| **Literature** | **Literature** | **Literature** |
| **Examining literature** | **Examining literature** | **Examining literature** |
| Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers’ interest by using various techniques | Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses | Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author’s individual style |
| Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts | Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes | Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry such as ballads, limericks and free verse |
| **Literature and context** | **Literature and context** | **Literature and context** |
| Make connections between the ways different authors may represent similar storylines, ideas and relationships | Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts |  |
| **Responding to literature** | **Responding to literature** | **Responding to literature** |
| Describe the effects of ideas, text structures and language features of literary texts | Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences | Analyse and evaluate similarities and differences in texts on similar topics, themes or plots |
|  |  | Identify and explain how choices in language, including modality, emphasis, repetition and metaphor, influence personal response to different texts |
| **Literacy** | **Literacy** | **Literacy** |
| **Texts in context** | **Texts in context** | **Texts in context** |
| Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts | Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context |  |

| Level 4 | Level 5 | Level 6 |
| --- | --- | --- |
| **Interpreting, analysing, evaluating** | **Interpreting, analysing, evaluating** | **Interpreting, analysing, evaluating** |
| Read different types of texts for specific purposes by combining phonic, semantic, contextual and grammatical knowledge using text processing strategies, including monitoring meaning, skimming, scanning and reviewing | Navigate and read imaginative, informative and persuasive texts by interpreting structural features, including tables of content, glossaries, chapters, headings and subheadings and applying appropriate text processing strategies, including monitoring meaning, skimming and scanning | Analyse strategies authors use to influence readers |
| Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts | Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources | Select, navigate and read increasingly complex texts for a range of purposes, applying appropriate text processing strategies to recall information and consolidate meaning |
| Compare and evaluate two texts presenting the same ideas and analyse why one is more comprehensible or engaging than the other | Analyse the text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text | Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts |
| **Achievement Standards** | **Achievement Standards** | **Achievement Standards** |
| By the end of Level 4, students understand that texts have different structures depending on the purpose and context. They explain how language features, images and vocabulary are used to engage the interest of audiences and can describe literal and implied meaning connecting ideas in different texts. They express preferences for particular types of texts, and respond to others’ viewpoints. | By the end of Level 5, students explain how text structures assist in understanding the text. They understand how language features, images and vocabulary influence interpretations of characters, settings and events. They analyse and explain literal and implied information from a variety of texts. They describe how events, characters and settings in texts are depicted and explain their own responses to them. When reading, they confidently encounter and can decode less familiar words. | By the end of Level 6, students understand how to use knowledge of phonics when decoding familiar words and the technical or derived words in increasingly complex texts. They understand how the use of text structures can achieve particular effects and can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events. They compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. |

| Level 7 | Level 8 | Level 9 | Level 10 |
| --- | --- | --- | --- |
| **Language** | **Language** | **Language** | **Language** |
| **Language for interaction** | **Language for interaction** | **Language for interaction** | **Language for interaction** |
| Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources | Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody | Investigate how evaluation can be expressed directly and indirectly using devices, including allusion, evocative vocabulary and metaphor | Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication |
| **Text structure and organisation** | **Text structure and organisation** | **Text structure and organisation** | **Text structure and organisation** |
| Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors | Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication | Understand that authors innovate with text structures and language for specific purposes and effects | Compare the purposes, text structures and language features of traditional and contemporary texts in different media |
|  | Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims | Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas |  |
| **Expressing and developing ideas** | **Expressing and developing ideas** | **Expressing and developing ideas** | **Expressing and developing ideas** |
| Analyse how point of view is generated in visual texts by means of choices, including gaze, angle and social distance | Analyse and examine how effective authors control and use a variety of clause structures, including clauses embedded within the structure of a noun group/phrase or clause | Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning | Evaluate the impact on audiences of different choices in the representation of still and moving images |
| Investigate vocabulary typical of extended and more academic texts and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language | Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts | Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness |  |
|  | Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning | Explain how authors creatively use the structures of sentences and clauses for particular effects |  |
| **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** |
|  |  | Understand how spelling is used creatively in texts for particular effects |  |
| **Literature** | **Literature** | **Literature** | **Literature** |
| **Literature and context** | **Literature and context** | **Literature and context** | **Literature and context** |
|  | Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups | Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts | Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts |
|  | Explore the interconnectedness of Country and Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors |  |  |
| **Responding to literature** | **Responding to literature** | **Responding to literature** | **Responding to literature** |
| Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts | Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups | Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text | Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response |
| Discuss aspects of texts, including their aesthetic and social value, using relevant and appropriate metalanguage | Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts | Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts | Evaluate the social, moral and ethical positions represented in texts |
| **Examining literature** | **Examining literature** | **Examining literature** | **Examining literature** |
| Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches | Recognise, explain and analyse the ways literary texts draw on readers’ knowledge of other texts and enable new understanding and appreciation of aesthetic qualities | Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author’s literary style | Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text |
| Understand, interpret and discuss how language is compressed to produce a dramatic effect in film or drama, and to create layers of meaning in poetry | Identify and evaluate devices that create tone in literary texts, including humour, wordplay, innuendo and parody | Analyse text structures and language features of literary texts, and make relevant comparisons with other texts | Analyse and evaluate text structures and language features of literary texts and make relevant thematic and intertextual connections with other texts |
|  | Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays | Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features, in short stories, literary essays and plays | Compare and evaluate how ‘voice’ as a literary device can be used in a range of different types of texts such as poetry to evoke particular emotional responses |
| **Literacy** | **Literacy** | **Literacy** | **Literacy** |
| **Texts in context** | **Texts in context** | **Texts in context** | **Texts in context** |
| Analyse and explain the effect of technological innovations on texts, particularly media texts | Analyse and explain how language has evolved over time and how technology and the media have influenced language use and forms of communication | Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts | Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices |
| **Interpreting, analysing, evaluating** | **Interpreting, analysing, evaluating** | **Interpreting, analysing, evaluating** | **Interpreting, analysing, evaluating** |
| Use prior knowledge and text processing strategies to interpret a range of types of texts | Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts | Analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts | Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences |
| Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources | Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author’s point of view | Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts | Choose a reading technique and reading path appropriate for the type of text, to retrieve and connect ideas within and between texts |
| Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose | Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text | Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension | Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence |
| **Achievement Standards** | **Achievement Standards** | **Achievement Standards** | **Achievement Standards** |
| By the end of Level 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. They explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. | By the end of Level 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. They explain how language features, images and vocabulary are used to represent different ideas and issues in texts. They interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. | By the end of Level 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. | By the end of Level 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. |

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Language** | **Language** | **Language** | **Language** |
| **Text structure and organisation** | **Text structure and organisation** | **Text structure and organisation** | **Text structure and organisation** |
| Respond to images, objects and the spoken word | Recognise the connection between an object, image and spoken word | Know that symbols, words and images can communicate needs | Understand that language can be represented as written text |
| React to different sounds, and words, and respond to visual text | Recognise that text can be attached to images and recognise that people pause when talking and communicating | Know their written name (as a grapheme) and match the letters in their name | Copy own name and recognise some of the letters within it, and understand that pausing is presented as a full stop in written text |
| **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** |
| Experience people writing, speaking and communicating using various modes | Reproduce speech sounds to communicate basic wants and use images and objects to express their wants and ideas | Use spoken words, sign or Augmentative Alternative Communication System to communicate and understand that images can be used to write and express ideas | Use, communicate or articulate high-frequency words and reproduce familiar sounds and their letters |
| React to familiar voices and preferred sounds | Recognise different sounds and words and their connection to objects and people | Know the beginning sounds (onset) of familiar words | Identify the onset of familiar words and some words that have the same rime |
| **Literature** | **Literature** | **Literature** | **Literature** |
| **Creating literature** | **Creating literature** | **Creating literature** | **Creating literature** |
| Encounter literature being created for various reasons and purposes and react to the retelling of a literary text | Select an image and illustration to represent a familiar literary text or recent event | Retell an event or familiar text through images and illustrations | Retell familiar text or event by sequencing images and simple statements |
| **Literacy** | **Literacy** | **Literacy** | **Literacy** |
| **Creating texts** | **Creating texts** | **Creating texts** | **Creating texts** |
| React to the construction of text that reflects everyday events and activities | Select image to be used in a short text about a special event | Create simple texts by labelling images from an event with own ‘writing’ | Use symbols, letters and words to create a simple statement about an idea or event |
| Respond to group text and personalised text being edited | Make simple choices during shared construction of personalised multimodal text | Review choices made during shared construction of personalised multimodal texts during shared review | Review own text and make changes during shared editing |
| Encounter a variety of objects and textures and hold objects for a short period of time | Grasp and move objects within and between their hands | Trace patterns and letters | Copy and write letters, symbols and numbers |
| React to software being used to construct texts that reflect everyday events and activities | Use software or applications to select images and sounds for shared texts | Use software or application by selecting images and typing to ‘label’ images | Use software or application by selecting images and suggesting simple sentences to accompany the image |
| **Achievement Standards** | **Achievement Standards** | **Achievement Standards** | **Achievement Standards** |
| When experiencing coactive writing activities, students make choices between objects and images and accept and reject objects and activities. Students develop their fine motor skills and hand-eye coordination and they move their hands in response to tactile stimuli. Students can demonstrate their grasp and can hold an object briefly when it is placed in their hand. | When writing, they can scribble freely using various materials or computer mouse. Students draw non-linear shapes and forms. They can use a touchscreen, press keys on keyboard and move a computer mouse. They begin to hold and manipulate objects. They assist in the construction of text by selecting images and topics through choice making. | When writing, students add writing such as scribble to label or comment on drawings, and imitate writing words and sentences. They express and record their wants and needs through a word, a picture or symbol selection. They demonstrate fine motor grasp and manipulating skills such as moving, picking up and manipulating objects. They can hold and use a pencil to make purposeful marks on paper. They apply colour to an outline and draw with purposeful direction. They can press a key for particular letters or functions on a keyboard and locate and click icons on the screen. They can select pictures that are important to create a picture storybook. | When writing, students produce ‘text-like’ writing to convey meaning and label images. They trace letter-like patterns moving left to right across a page. They have a preferred writing hand and hold a pencil to trace over lines, shapes and patterns with some accuracy. They colour within a clearly defined area. They copy or write familiar letters with beginning accuracy and copy/type their first name. They select and sequence pictures and key words to describe a personally significant event or experience. They contribute key words to teacher-constructed texts to describe pictures they have selected. They understand that what is said can be written down, indicate words, and demonstrate knowledge of some rules associated with writing, such as working from left to right, top to bottom and spacing. |

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Language** | **Language** | **Language** | **Language** |
| **Text structure and organisation** | **Text structure and organisation** | **Text structure and organisation** | **Text structure and organisation** |
| Respond to images, objects and the spoken word | Recognise the connection between an object, image and spoken word | Know that symbols, words and images can communicate needs | Understand that language can be represented as written text |
| React to different sounds, and words, and respond to visual text | Recognise that text can be attached to images and recognise that people pause when talking and communicating | Know their written name (as a grapheme) and match the letters in their name | Copy own name and recognise some of the letters within it, and understand that pausing is presented as a full stop in written text |
| **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** |
| Experience people writing, speaking and communicating using various modes | Reproduce speech sounds to communicate basic wants and use images and objects to express their wants and ideas | Use spoken words, sign or Augmentative Alternative Communication System to communicate and understand that images can be used to write and express ideas | Use, communicate or articulate high-frequency words and reproduce familiar sounds and their letters |
| React to familiar voices and preferred sounds | Recognise different sounds and words and their connection to objects and people | Know the beginning sounds (onset) of familiar words | Identify the onset of familiar words and some words that have the same rime |
| **Literature** | **Literature** | **Literature** | **Literature** |
| **Creating literature** | **Creating literature** | **Creating literature** | **Creating literature** |
| Encounter literature being created for various reasons and purposes and react to the retelling of a literary text | Select an image and illustration to represent a familiar literary text or recent event | Retell an event or familiar text through images and illustrations | Retell familiar text or event by sequencing images and simple statements |
| **Literacy** | **Literacy** | **Literacy** | **Literacy** |
| **Creating texts** | **Creating texts** | **Creating texts** | **Creating texts** |
| React to the construction of text that reflects everyday events and activities | Select image to be used in a short text about a special event | Create simple texts by labelling images from an event with own ‘writing’ | Use symbols, letters and words to create a simple statement about an idea or event |
| Respond to group text and personalised text being edited | Make simple choices during shared construction of personalised multimodal text | Review choices made during shared construction of personalised multimodal texts during shared review | Review own text and make changes during shared editing |
| Encounter a variety of objects and textures and hold objects for a short period of time | Grasp and move objects within and between their hands | Trace patterns and letters | Copy and write letters, symbols and numbers |
| React to software being used to construct texts that reflect everyday events and activities | Use software or applications to select images and sounds for shared texts | Use software or application by selecting images and typing to ‘label’ images | Use software or application by selecting images and suggesting simple sentences to accompany the image |
| **Achievement Standards** | **Achievement Standards** | **Achievement Standards** | **Achievement Standards** |
| When experiencing coactive writing activities, students make choices between objects and images and accept and reject objects and activities. Students develop their fine motor skills and hand-eye coordination and they move their hands in response to tactile stimuli. Students can demonstrate their grasp and can hold an object briefly when it is placed in their hand. | When writing, they can scribble freely using various materials or computer mouse. Students draw non-linear shapes and forms. They can use a touchscreen, press keys on keyboard and move a computer mouse. They begin to hold and manipulate objects. They assist in the construction of text by selecting images and topics through choice making. | When writing, students add writing such as scribble to label or comment on drawings, and imitate writing words and sentences. They express and record their wants and needs through a word, a picture or symbol selection. They demonstrate fine motor grasp and manipulating skills such as moving, picking up and manipulating objects. They can hold and use a pencil to make purposeful marks on paper. They apply colour to an outline and draw with purposeful direction. They can press a key for particular letters or functions on a keyboard and locate and click icons on the screen. They can select pictures that are important to create a picture storybook. | When writing, students produce ‘text-like’ writing to convey meaning and label images. They trace letter-like patterns moving left to right across a page. They have a preferred writing hand and hold a pencil to trace over lines, shapes and patterns with some accuracy. They colour within a clearly defined area. They copy or write familiar letters with beginning accuracy and copy/type their first name. They select and sequence pictures and key words to describe a personally significant event or experience. They contribute key words to teacher-constructed texts to describe pictures they have selected. They understand that what is said can be written down, indicate words, and demonstrate knowledge of some rules associated with writing, such as working from left to right, top to bottom and spacing. |

| Foundation Level | Level 1 | Level 2 | Level 3 |
| --- | --- | --- | --- |
| **Language** | **Language** | **Language** | **Language** |
| **Text structure and organisation** | **Text structure and organisation** | **Text structure and organisation** | **Text structure and organisation** |
| Understand that some language in written texts is unlike everyday spoken language | Understand patterns of repetition and contrast in simple texts | Understand how texts are made cohesive by the use of resources, including word associations, synonyms, and antonyms | Understand that paragraphs are a key organisational feature of written texts |
| Understand that punctuation is a feature of written text different from letters and recognise how capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences | Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands | Recognise that capital letters signal proper nouns and commas are used to separate items in lists | Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters |
| **Expressing and developing ideas** | **Expressing and developing ideas** | **Expressing and developing ideas** | **Expressing and developing ideas** |
|  |  |  | Understand that a clause is a unit of grammar usually containing a subject and a verb and that these need to be in agreement |
|  |  |  | Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense |
| **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** |
| Understand that spoken sounds and words can be written and know how to write some high-frequency words and other familiar words including their name | Recognise and know how to use simple grammatical morphemes in word families | Understand how to use digraphs, long vowels, blends, silent letters and syllabification to spell simple words including compound words | Understand how to use letter–sound relationships and less common letter combinations to spell words |
| Know how to use onset and rime to spell words where sounds map more directly onto letters | Understand how to use visual memory to write high-frequency words, and that some high-frequency words have regular and irregular spelling components | Use visual memory to write high-frequency words and words where spelling is not predictable from the sounds |  |
| **Literature** | **Literature** | **Literature** | **Literature** |
| **Creating literature** | **Creating literature** | **Creating literature** | **Creating literature** |
| Retell familiar literary texts through performance, use of illustrations and images | Recreate texts imaginatively using drawing, writing, performance and digital forms of communication | Create events and characters using different media that develop key events and characters from literary texts | Create imaginative texts based on characters, settings and events from students’ own and other cultures including through the use of visual features |
|  | Build on familiar texts by using similar characters, repetitive patterns or vocabulary | Build on familiar texts by experimenting with character, setting or plot | Create texts that adapt language features and patterns encountered in literary texts |
| **Creating texts** | **Creating texts** | **Creating texts** | **Creating texts** |
| Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge | Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements | Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose | Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and selecting print and multimodal elements appropriate to the audience and purpose |
| Participate in shared editing of students’ own texts for meaning, spelling, capital letters and full stops | Reread student's own texts and discuss possible changes to improve meaning, spelling and punctuation | Reread and edit text for spelling, sentence-boundary punctuation and text structure | Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation |

| Foundation Level | Level 1 | Level 2 | Level 3 |
| --- | --- | --- | --- |
| Understand that sounds in English are represented by upper- and lower-case letters that can be written using learned letter formation patterns for each case | Understand how to use learned formation patterns to represent sounds and write words using combinations of unjoined upper- and lower-case letters | Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position | Understand the conventions for writing words and sentences using joined letters that are clearly formed and consistent in size |
| Construct texts using software including word processing programs | Construct texts that incorporate supporting images using software including word processing programs | Construct texts featuring print, visual and audio elements using software, including word processing programs | Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements |
| **Achievement Standards** | **Achievement Standards** | **Achievement Standards** | **Achievement Standards** |
| When writing, students use familiar words and phrases and images to convey ideas. Their writing shows evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops. They correctly form all upper- and lower-case letters. | When writing, students provide details about ideas or events, and details about the participants in those events. They accurately spell words with regular spelling patterns and use their knowledge of blending and segmenting, and many simple and high-frequency words to write predictable words. They use capital letters and full stops appropriately. | Students create texts that show how images support the meaning of the text. They accurately spell words with regular spelling patterns and can write words with less common long vowels, trigraphs and silent letters. They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters. | Students' texts include writing and images to express and develop in some detail experiences, events, information, ideas and characters. They demonstrate understanding of grammar and choose vocabulary and punctuation appropriate to the purpose and context of their writing. They use knowledge letter–sound relationships and high-frequency words to spell words accurately, and can write words with complex consonant and vowel clusters. They reread and edit their writing, checking their work for appropriate vocabulary, structure and meaning. They write using joined letters that are accurately formed and consistent in size. |

| Level 4 | Level 5 | Level 6 |
| --- | --- | --- |
| **Language** | **Language** | **Language** |
| **Text structure and organisation** | **Text structure and organisation** | **Text structure and organisation** |
| Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives | Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold | Understand that cohesive links can be made in texts by omitting or replacing words |
| Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech | Understand how the grammatical category of possessives is signalled through apostrophes and how to use apostrophes with common and proper nouns | Understand the uses of commas to separate clauses |
| **Expressing and developing ideas** | **Expressing and developing ideas** | **Expressing and developing ideas** |
| Understand that the meaning of sentences can be enriched through the use of noun groups/phrases and verb groups/phrases and prepositional phrases | Understand the difference between main and subordinate clauses and that a complex sentence involves at least one subordinate clause | Investigate how complex sentences can be used in a variety of ways to elaborate, extend and explain ideas |
| Incorporate new vocabulary from a range of sources, including vocabulary encountered in research, into own texts | Understand how noun groups/phrases and adjective groups/phrases can be expanded in a variety of ways to provide a fuller description of the person, place, thing or idea | Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases |
|  | Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts | Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion |
| **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** |
| Understand how to use phonic generalisations to identify and write words with more complex letter combinations | Recognise and write less familiar words that share common letter patterns but have different pronunciations | Understand how to use phonic knowledge and accumulated understandings about blending, letter–sound relationships, common and uncommon letter patterns and phonic generalisations to recognise and write increasingly complex words |
| Understand how to use spelling patterns and generalisations including syllabification, letter combinations including double letters, and morphemic knowledge to build word families |  | Understand how to use banks of known words, word origins, base words, prefixes, suffixes, spelling patterns and generalisations to spell new words, including technical words and words adopted from other languages |
| Recognise homophones and know how to use context to identify correct spelling |  |  |
| **Literature** | **Literature** | **Literature** |
| **Creating literature** | **Creating literature** | **Creating literature** |
| Create literary texts by developing storylines, characters and settings | Create literary texts that experiment with structures, ideas and stylistic features of selected authors | Experiment with text structures and language features and their effects in creating literary texts |
| Create literary texts that explore students’ own experiences and imagining | Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced | Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways |

|  |  |  |
| --- | --- | --- |
| Level 4 | Level 5 | Level 6 |
| **Literacy** | **Literacy** | **Literacy** |
| **Texts in context** | **Texts in context** | **Texts in context** |
|  |  | Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches |
| **Creating texts** | **Creating texts** | **Creating texts** |
| Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features | Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience | Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience |
| Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure | Reread and edit own and others’ work using agreed criteria for text structures and language features | Reread and edit own and others’ work using agreed criteria and explaining editing choices |
| Handwrite using clearly-formed joined letters, and develop increased fluency and automaticity | Develop a handwriting style that is becoming legible, fluent and automatic | Develop a handwriting style that is legible, fluent and that can vary depending on context |
| Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements | Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements | Use a range of software, including word processing programs, learning new functions as required to create texts |
| **Achievement Standards** | **Achievement Standards** | **Achievement Standards** |
| Students use language features to create coherence and add detail to their texts. They make use of their increasing knowledge of phonics, and they understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create well-structured texts to explain ideas for different audiences. They demonstrate understanding of grammar, select vocabulary from a range of resources and use accurate spelling and punctuation, rereading and editing their work to improve meaning. | Students use language features to show how ideas can be extended. They develop and explain a point of view about a text. They create imaginative, informative and persuasive texts for different purposes and audiences. When writing, they demonstrate understanding of grammar and sentence types, and they select specific vocabulary and use accurate spelling and punctuation. They edit their work for cohesive structure and meaning. | Students understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They use banks of known words and the less familiar words they encounter to create detailed texts elaborating upon key ideas for a range of purposes and audiences. They demonstrate understanding of grammar and make considered choices from an expanding vocabulary to enhance cohesion and structure in their writing. They also use accurate spelling and punctuation for clarity, provide feedback on the work of their peers and can make and explain editorial choices based on agreed criteria. |

| Level 7 | Level 8 | Level 9 | Level 10 |
| --- | --- | --- | --- |
| **Language** | **Language** | **Language** | **Language** |
| **Text structure and organisation** | **Text structure and organisation** | **Text structure and organisation** | **Text structure and organisation** |
| Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online texts | Understand how coherence is created in complex texts through devices like lexical cohesion, ellipsis, grammatical theme and text connectives | Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes | Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects |
| Understand the use of punctuation to support meaning in complex sentences with prepositional phrases and embedded clauses | Understand the use of punctuation conventions, including colons, semicolons, dashes and brackets in formal and informal texts |  | Understand conventions for citing others, and how to reference these in different ways |
| **Expressing and developing ideas** | **Expressing and developing ideas** | **Expressing and developing ideas** | **Expressing and developing ideas** |
| Recognise and understand that subordinate clauses embedded within noun groups/phrases are a common feature of written sentence structures and increase the density of information | Understand the effect of nominalisation in the writing of informative and persuasive texts | Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text | Analyse and evaluate the effectiveness of a wide range of sentence and clause structures as authors design and craft texts |
| Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns |  |  | Analyse how higher order concepts are developed in complex texts through language features including nominalisation, clause combinations, technicality and abstraction |
|  |  |  | Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences |
| **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** |
| Understand how to use spelling rules and word origins to learn new words and how to spell them | Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words including nominalisations |  | Understand how to use knowledge of the spelling system to spell unusual and technical words accurately |
| **Literature** | **Literature** | **Literature** | **Literature** |
| **Creating literature** | **Creating literature** | **Creating literature** | **Creating literature** |
| Experiment with text structures and language features and their effects in creating literary texts | Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts | Experiment with the ways that language features, image and sound can be adapted in literary texts | Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts |
| Create literary texts that adapt stylistic features encountered in other texts | Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects | Create literary texts, including hybrid texts, that innovate on aspects of other texts, including through the use of parody, allusion and appropriation | Create literary texts with a sustained ‘voice’, selecting and adapting appropriate text structures, literary devices, language, auditory and visual structures and features for a specific purpose and intended audience |
|  |  |  | Create imaginative texts that make relevant thematic and intertextual connections with other texts |

| Level 7 | Level 8 | Level 9 | Level 10 |
| --- | --- | --- | --- |
| **Literacy** | **Literacy** | **Literacy** | **Literacy** |
| **Creating texts** | **Creating texts** | **Creating texts** | **Creating texts** |
| Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience | Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate | Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features | Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues |
| Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact | Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of own texts | Review and edit students’ own and others’ texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features | Review, edit and refine own and others’ texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects |
| Consolidate a personal handwriting style that is legible, fluent and automatic and supports writing for extended periods | Use a range of software, including word processing programs, to create, edit and publish texts imaginatively | Publishing texts using a range of software, including word processing programs, flexibly and imaginatively | Use a range of software, including word processing programs, confidently, flexibly and imaginatively to create, edit and publish texts, considering the identified purpose and the characteristics of the user |
| Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts |  |  |  |
| **Achievement Standards** | **Achievement Standards** | **Achievement Standards** | **Achievement Standards** |
| Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features, text structures, and images from other texts can be combined for effect. They create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation. | Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. When creating and editing texts for specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation. | Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues interpreting and integrating ideas from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. | Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. |

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Language** | **Language** | **Language** | **Language** |
| **Language variation and change** | **Language variation and change** | **Language variation and change** | **Language variation and change** |
| Use sounds and facial expressions to affect familiar others | Use sounds, gestures, images and facial expressions to communicate | Recognise that words, images and actions have the same meaning across environments | Understand that people communicate in different ways |
| **Language for interaction** | **Language for interaction** | **Language for interaction** | **Language for interaction** |
| Respond to a familiar person and engage with them | Recognise ways to gain and maintain attention | Recognise ways to greet and interact with familiar people | Know how to greet and maintain a short interaction with others |
| Explore how sound, facial expression and actions can cause a change | Demonstrate a number of ways to indicate a choice | Recognise different ways to communicate needs, likes and dislikes | Use different ways to express needs, likes and dislikes |
| **Expressing and developing ideas** | **Expressing and developing ideas** | **Expressing and developing ideas** | **Expressing and developing ideas** |
| Respond to vocabulary used in everyday experiences | Recognise the connection between words, images, sounds and everyday objects | Use words and images to make a request, indicate a choice, recount information, and express a feeling | Use vocabulary in the form of short phrases for a variety of purposes such as to request an object, communicate a need, recount information, or express a feeling |
| **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** |
| Encounter words being isolated into onset and rime | Connect sounds and words and match them to objects | Recognise the beginning sounds of familiar words | Identify the sounds within familiar words |
| Respond to different sounds and words used in everyday experiences | Copy a sound | Identify the initial sound of a single syllable word | Blend sounds to produce familiar single syllable words and identify words that have the same rime |
| **Literature** | **Literature** | **Literature** | **Literature** |
| **Responding to literature** | **Responding to literature** | **Responding to literature** | **Responding to literature** |
| Respond to images, sounds or actions within a multimodal text | Identify a preferred text | Identify a preferred aspect of text, such as image, refrain within a multimodal text | Identify favourite texts topic and character |
| Respond to texts listened to, viewed or read | Respond to familiar images or sounds during shared reading/viewing of texts | Identify a favourite character or event within a story | Express likes or dislikes about characters and events in a text |
| **Examining literature** | **Examining literature** | **Examining literature** | **Examining literature** |
| Respond to the use of rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures | Participate in rhymes and songs from a range of cultures and echo some familiar rhythms and sound patterns | Repeat and follow rhythms and sound patterns in familiar rhymes and songs from a range of cultures | Identify and copy the rhythms and sound patterns in stories, rhymes and songs from a range of cultures |
| **Examining literature** | **Examining literature** | **Examining literature** | **Examining literature** |
| React to texts and familiar parts of a preferred text | Assist to modify a text by producing a sound, noise or using an object | Modify part of a refrain from a familiar text | Add to a familiar text |
| **Literacy** | **Literacy** | **Literacy** | **Literacy** |
| **Interacting with others** | **Interacting with others** | **Interacting with others** | **Interacting with others** |
| Respond to various types of communication | Listen to and respond to simple instructions | Listen to and respond to the communication from an adult in classroom situations | Listen and respond to communication of others in classroom situations and routines |
| React to others sharing and delivering a presentation on a personally or culturally relevant event | Respond to a presentation on an everyday experience | Deliver some comment to a small group | Deliver short oral presentation about an object or event of interest that identifies some of its key characteristics |

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |

|  |  |  |  |
| --- | --- | --- | --- |
| Achievement Standards | Achievement Standards | Achievement Standards | Achievement Standards |
| Students listen to and react to some familiar objects, people, words and sounds within the environment by turning head, looking, reaching out and/or vocalising. They respond to their name and to familiar items when named. Students show an interest in others and an awareness of everyday social interactions such as greetings by using gesture or vocalisation. They recognise that their reaction can change others’ behaviour. They can choose between objects, images and activities and accept or reject an object or activity. They withdraw attention if no longer interested in a topic of communication. Students attempt to imitate sounds. They have some consistent vocalisation and gestures in response to different people, activities and environments. | Students look towards and attend to significant people for short periods of time. They attend to and respond to key word instructions. They imitate familiar words, spoken and/or signed. They use gesture or ‘yes’ or ‘no’ responses to answer a question or respond to an instruction. They communicate basic wants and needs through the selection of objects, gestures, sounds, or action. Students find and identify a variety of objects in their environment, choose an activity by pointing to an object, and point to objects as they are named by the teacher. They communicate intentionally by using gesture, eye gaze or sound, or by selecting an object. They follow a simple one-word instruction. | Students listen to and interact with others. They use particular greetings to acknowledge people, respond with ‘yes’, ‘no’ or single words to indicate understanding and use a few words and simple phrases. They can share their favourite items or experience with a small group of students and respond to questions about it. They express and record their wants and needs through a word, picture or symbol selection. They can imitate initial word sounds and use photographs, pictures and symbols to represent people and things. They use and combine words, symbols and gestures that can be readily understood by others to make requests and to communicate needs. They make a request by linking key words, signs and/or symbols in a meaningful context. | Students listen to and use spoken language to acknowledge and answer a person who communicates with them, giving a response of up to three words. Students use some social conventions during social interaction, such as making eye contact, show some understanding of turn taking, use appropriate volume, and articulate clearly. They participate in communication with others by expressing likes, dislikes and ideas; sequence key words, signs or symbols to describe a favourite object or a completed piece of work, or to make a request; and communicate needs and give reasons. They use simple phrases and simple sentences and sequence two key ideas. They listen to and respond to sequence sentences when interacting with others, and ask questions at appropriate intervals to show an interest in what the speaker is saying. Students follow simple, routine instructions that contain up to three key words, and follow simple instructions given by an interactive computer software program. |

| Foundation Level | Level 1 | Level 2 | Level 3 |
| --- | --- | --- | --- |
| **Language** | **Language** | **Language** | **Language** |
| **Language variation and change** | **Language variation and change** | **Language variation and change** | **Language variation and change** |
| Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community | Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others | Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background | Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning |
| **Language for interaction** | **Language for interaction** | **Language for interaction** | **Language for interaction** |
| Explore how language is used differently at home and school depending on the relationships between people | Understand that language is used in combination with other means of communication | Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context | Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations |
| Understand that language can be used to explore ways of expressing needs, likes and dislikes | Understand that there are different ways of asking for information, making offers and giving commands | Identify language that can be used for appreciating texts and the qualities of people and things | Examine how evaluative language can be varied to be more or less forceful |
|  | Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions |  |  |
| **Expressing and developing ideas** | **Expressing and developing ideas** | **Expressing and developing ideas** | **Expressing and developing ideas** |
| Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school | Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts | Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose | Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs |
| **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** | **Phonics and word knowledge** |
| Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words | Identify the separate phonemes in consonant blends or clusters at the beginnings and ends of syllables | Manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution |  |
| Blend and segment onset and rime in single syllable spoken words and isolate, blend and segment phonemes in single syllable words (first consonant sound, last consonant sound, middle vowel sound) | Manipulate phonemes by addition, deletion and substitution of initial, medial and final phonemes to generate new words | Identify all Standard Australian English phonemes, including short and long vowels, separate sounds in clusters |  |
| **Literature** | **Literature** | **Literature** | **Literature** |
| **Literature and context** | **Literature and context** | **Literature and context** | **Literature and context** |
|  | Discuss how authors create characters using language and images | Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created | Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors’ reasons |
| **Responding to literature** | **Responding to literature** | **Responding to literature** | **Responding to literature** |
| Respond to texts, identifying favourite stories, authors and illustrators | Express preferences for specific texts and authors and listen to the opinions of others | Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences |  |
| Share feelings and thoughts about the events and characters in texts | Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences | Compare opinions about characters, events and settings in and between texts |  |

| Foundation Level | Level 1 | Level 2 | Level 3 |
| --- | --- | --- | --- |
| **Examining literature** | **Examining literature** | **Examining literature** | **Examining literature** |
| Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures | Discuss features of plot, character and setting in different types of literature and compare some features of characters in different texts | Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs |  |
|  | Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme |  |  |
| **Creating literature** | **Creating literature** | **Creating literature** | **Creating literature** |
| Modify familiar texts |  |  |  |
| **Literacy** | **Literacy** | **Literacy** | **Literacy** |
| **Interacting with others** | **Interacting with others** | **Interacting with others** | **Interacting with others** |
| Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak | Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others | Listen for specific purposes and information, including instructions, and extend students’ own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner | Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications |
| Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact | Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language | Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props | Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume |
| **Achievement Standards** | **Achievement Standards** | **Achievement Standards** | **Achievement Standards** |
| Students listen to and use appropriate interaction skills to respond to others in a familiar environment. They can identify rhyme, letter patterns and sounds in words. Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole-class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words. | Students listen to others when taking part in conversations using appropriate interaction skills. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They can describe characters, settings and events in different types of literature. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics. | Students listen for particular purposes. They listen for and manipulate sound combinations and rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations. | Students listen to others’ views and respond appropriately using interaction skills. They understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations. |

| Level 4 | Level 5 | Level 6 |
| --- | --- | --- |
| **Language** | **Language** | **Language** |
| **Language variation and change** | **Language variation and change** | **Language variation and change** |
| Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages | Understand that the pronunciation, spelling and meanings of words have histories and change over time | Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English |
| **Language for interaction** | **Language for interaction** | **Language for interaction** |
| Understand that social interactions influence the way people engage with ideas and respond to others | Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships | Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase |
| Understand differences between the language of opinion and feeling and the language of factual reporting or recording | Understand how to move beyond making bare assertions and take account of differing perspectives and points of view | Understand the uses of objective and subjective language and bias |
| **Literature** | **Literature** | **Literature** |
| **Literature and context** | **Literature and context** | **Literature and context** |
|  |  | Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts |
| **Responding to literature** | **Responding to literature** | **Responding to literature** |
| Discuss literary experiences with others, sharing responses and expressing a point of view | Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others |  |
| **Literacy** | **Literacy** | **Literacy** |
| **Interacting with others** | **Interacting with others** | **Interacting with others** |
| Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills | Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences, and present and justify a point of view or recount an experience using interaction skills | Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience |
| Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements | Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements | Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis |
| **Achievement Standards** | **Achievement Standards** | **Achievement Standards** |
| Students can collaborate, listen for key points in discussions and use the information to carry out tasks. They use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context. | Students listen and ask questions to clarify content. They use language features to show how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. They create a variety of sequenced texts for different purposes and audiences. They make presentations for defined purposed using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives. | Students listen to discussions, clarifying content and challenging others’ ideas. They understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts, elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect. |

| Level 7 | Level 8 | Level 9 | Level 10 |
| --- | --- | --- | --- |
| **Language** | **Language** | **Language** | **Language** |
| **Language variation and change** | **Language variation and change** | **Language variation and change** | **Language variation and change** |
| Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating | Understand the influence and impact that the English language has had on other languages or dialects and how English has been influenced in return | Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing | Understand that Standard Australian English in its spoken and written forms has a history of evolution and change and continues to evolve |
| **Language for interaction** | **Language for interaction** | **Language for interaction** | **Language for interaction** |
| Understand how accents, styles of speech and idioms express and create personal and social identities | Understand how conventions of speech adopted by communities influence the identities of people in those communities | Understand that roles and relationships are developed and challenged through language and interpersonal skills | Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people |
| **Literature** | **Literature** | **Literature** | **Literature** |
| **Literature and context** | **Literature and context** | **Literature and context** | **Literature and context** |
| Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts |  |  |  |
| **Responding to literature** | **Responding to literature** | **Responding to literature** | **Responding to literature** |
| Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view | Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts | Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context | Reflect on, extend, endorse or refute others’ interpretations of and responses to literature |
| **Literacy** | **Literacy** | **Literacy** | **Literacy** |
| **Interacting with others** | **Interacting with others** | **Interacting with others** | **Interacting with others** |
| Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, using interaction skills when sharing interpretations or presenting ideas and information | Interpret the stated and implied meanings in spoken texts, and use interaction skills including voice and language conventions to discuss evidence that supports or challenges different perspectives | Listen to spoken texts constructed for different purposes and analyse how language features in these texts position listeners to respond in particular ways, and consider the interaction skills used to present and discuss ideas, or to influence and engage audiences through persuasive language, varied voice tone, pitch and pace | Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage audiences, using organisation patterns, voice and language conventions to present a coherent point of view on a subject |
| Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning | Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints, using voice and language conventions to suit different situations, modulating voice and incorporating elements for specific effects | Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes | Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action, speaking clearly and using logic, imagery and rhetorical devices in order to engage audiences |
| **Achievement Standards** | **Achievement Standards** | **Achievement Standards** | **Achievement Standards** |
| Students listen for and explain different perspectives in texts. They understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. They create texts structured and coherent texts for a range purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. | Students listen for and identify different emphases in texts, using that understanding to elaborate upon discussions. They understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts students show how ideas can be expressed in new ways. They create texts for different purposes selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. | Students listen for ways texts position an audience. They understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. They create texts that respond to issues, interpreting and integrating ideas from texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. | Students listen for ways features within texts can be manipulated to achieve particular effects. They show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. They create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. |

# Mathematics

**Rationale**

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Mathematical ideas have evolved across societies and cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and provide new tools for mathematical exploration and invention. While the usefulness of mathematics for modelling and problem solving is well known, mathematics also has a fundamental role in both enabling and sustaining cultural, social, economic and technological advances and empowering individuals to become critical citizens.

Number, measurement and geometry, statistics and probability are common aspects of most people’s mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people’s understanding of the natural and human worlds, and the interaction between them.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

The curriculum ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear. Mathematics is composed of multiple but interrelated and interdependent concepts and structures which students apply beyond the mathematics classroom. For example, in Science, understanding sources of error and their impact on the confidence of conclusions is vital; in Geography, interpretation of data underpins the study of human populations and their physical environments; in History, students need to be able to imagine timelines and time frames to reconcile related events; and in English, deriving quantitative, logical and spatial information is an important aspect of making meaning of texts.

**Aims**

The Mathematics curriculum aims to ensure that students:

* develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
* see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
* acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
* appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy

**Structure**

The curriculum is organised by the three strands.

**Number and Algebra**

Number and Algebra are developed together, and each enriches the study of the other. Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

**Measurement and Geometry**

Measurement and Geometry are presented together to emphasise their relationship to each other, enhancing their practical relevance. Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

**Statistics and Probability**

Statistics and Probability develops initially in parallel, with the curriculum progressively building links between them. Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. Students recognise variation, assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

Each strand is organised by sub-­strands. Sub-strands group content descriptions under an appropriate concept, to provide both a focus and a clear sequence for the development of related concepts and skills within strands and across levels.

|  |  |  |  |
| --- | --- | --- | --- |
| **Strands** | **Number and Algebra** | **Measurement and Geometry** | **Statistics and Probability** |
| **Sub-strands** | Number and place value (F-8) | Using units of measurement (F-10) | Chance (1-10) |
| Fractions and decimals (1-6) | Shape (F-6) | Data representation and interpretation (F-10) |
| Real numbers (7-10) | Geometric reasoning (3-10) |  |
| Money and financial mathematics (1-10) | Location and transformation (F-7) |  |
| Patterns and algebra (F-10) | Pythagoras and trigonometry (9-10) |  |
| Linear and non­-linear relationships (7-10) |  |  |

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Number and Algebra** |  |  |  |
| **Number and place value** |  |  |  |
| Respond to objects being counted and distributed | Use number names ‘one’, ‘two’ and ‘three’ in sequence to count in everyday situations | Use number names in sequence to count in everyday situations, initially from one to five | Use a number names in sequence to count in everyday situations, initially from one to ten |
| Respond to situations where counting is involved | Correspond ‘one’ with a single object | Know and match number name, numerals and quantities to three | Recognise number name, numerals and quantities, initially up to five and beyond |
| Respond to groups of personally relevant objects | Explore the concept of ‘none’, ‘one’ and ‘more’ | Identify groups as being ‘one’, ‘more’ or ‘less’ | Subitise regular arrangements of objects and arrays up to five |
| Respond to situations where the comparison of two collections or objects is involved | Make comparison between items using appropriate language such as ‘same’ or ‘different’ | Compare and order two collections according to their quantity | Compare, order and make comparisons between two collections, according to their quantity, using numbers initially to five |
| Respond to the removal and addition of familiar items and objects in practical situations | Participate in everyday situations involving ‘adding’ and ‘taking away’ | Demonstrate in practical situations, ‘adding one more to’ and ‘taking one away from’ in everyday situations | Model practical situations involving ‘adding to’ or ‘taking away’ with collections of up to five objects |
| React to practical situations of sharing | Respond to everyday practical situations of sharing | Sharing materials in practical situations | Sharing material in practical situations so everyone has the same amount |
| **Money and financial mathematics** |  |  |  |
| React to everyday financial situations involving money | Respond to everyday financial situations involving money and match notes and coins | Using money in everyday financial situations and matching coins to two dimensional images | Use direct comparison to sort coins or notes into groups |
| **Patterns and algebra** |  |  |  |
| Respond to the identification of objects | Participate in the comparison of objects, using language such as ‘same’ and ‘different’ | Pair identical objects from a small collection, and recognise simple repeated patterns | Sort like objects based on a given classification, and identify and continue a simple repeated pattern with its next element |
| Respond to repeated routines in everyday events | Follow a simple cause and effect process | Identify repeated routines and sequences in everyday events | Follow a sequence of steps |
| **Achievement Standard** |  |  |  |
| **Number and Algebra**  Students observe the use of number within their daily life. They begin to respond to numbers in everyday experiences. Students demonstrate awareness of counting by responding to number rhymes, songs, stories and finger games. They experience and respond to ‘one for you, one for me’, ‘gone’, ‘no more left’ and ‘give me more’. Students participate in making piles, groups or bundles of familiar everyday objects and respond to objects being put together and taken apart. | **Number and Algebra**  Students participate in everyday activities that involve numbers and counting, comparing groups of objects, and pattern activities. Students can rote count to three. Students identify ‘one’ and ‘lots’ of objects and show an understanding of ‘more’ in familiar situations. They manipulate objects and build a tall tower by using ‘more’ blocks and take blocks away from a tower to make the tower ‘less’ tall. | **Number and Algebra**  Students connect number names and numerals with sets of up to five elements. They match individual objects with counting sequences up to and back from five. Students use concrete materials to solve problems that involve comparing, combining and separating sets. Students make ‘groups’, ‘lots’ and groups of ‘one’ and can indicate which collection has ‘more’ than the other. They can distribute objects to each person in a group until there are no objects left. Students order the first three elements of a set. Students can match one attribute of familiar objects. | **Number and Algebra**  Students connect number names and numerals with sets of up to 10 elements. They match individual objects with counting sequences up to and back from 10. They recognise and point to numerals in and around the classroom, for example, numbers on a clock face. Students use concrete materials to solve problems that involve comparing, combining and separating sets. They can indicate when groups of less than 10 objects are the same or different in number and that two collections have the ‘same’ quantity by matching items one to one. They can find the first and last object in a sequence and place objects into sets to make ‘more’ and take objects from a group to make ‘less’. Students order the first five elements of a set. They sort objects and shapes based on a given attribute and create simple repeating patterns of two elements or more by copying a pattern. |

| Foundation Level | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
| --- | --- | --- | --- | --- | --- | --- |
| **Number and Algebra** |  |  |  |  |  |  |
| **Number and place value** |  |  |  |  |  |  |
| Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point | Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero | Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences | Investigate the conditions required for a number to be odd or even and identify odd and even numbers | Investigate and use the properties of odd and even numbers | Identify and describe factors and multiples of whole numbers and use them to solve problems | Identify and describe properties of prime, composite, square and triangular numbers |
| Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond | Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line | Recognise, model, represent and order numbers to at least 1000 | Recognise, model, represent and order numbers to at least 10 000 | Recognise, represent and order numbers to at least tens of thousands | Use estimation and rounding to check the reasonableness of answers to calculations | Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations |
| Subitise small collections of objects | Count collections to 100 by partitioning numbers using place value | Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting | Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems | Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems | Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies | Investigate everyday situations that use integers. Locate and represent these numbers on a number line |
| Compare, order and make correspondences between collections, initially to 20, and explain reasoning | Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts | Explore the connection between addition and subtraction | Recognise and explain the connection between addition and subtraction | Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 | Solve problems involving division by a one digit number, including those that result in a remainder |  |
| Represent practical situations to model addition and subtraction | Represent practical situations that model sharing | Solve simple addition and subtraction problems using a range of efficient mental and written strategies | Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation | Recall multiplication facts up to 10 × 10 and related division facts | Use efficient mental and written strategies and apply appropriate digital technologies to solve problems |  |
| Represent practical situations to model sharing |  | Recognise and represent multiplication as repeated addition, groups and arrays | Recall multiplication facts of two, three, five and ten and related division facts | Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder | Recognise, represent and order numbers to at least hundreds of thousands |  |
|  |  | Recognise and represent division as grouping into equal sets and solve simple problems using these representations | Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies |  |  |  |
| **Money and financial mathematics** | | | | | | |
| Represent simple, everyday financial situations involving money | Recognise, describe and order Australian coins according to their value | Count and order small collections of Australian coins and notes according to their value | Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents | Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies | Create simple financial plans | Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies |
| **Fractions and decimals** |  |  |  |  |  |  |
|  | Recognise and describe one-half as one of two equal parts of a whole | Recognise and interpret common uses of halves, quarters and eighths of shapes and collections | Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole | Investigate equivalent fractions used in contexts | Compare and order common unit fractions and locate and represent them on a number line | Compare fractions with related denominators and locate and represent them on a number line |
|  |  |  |  | Count by quarters, halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line | Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator | Solve problems involving addition and subtraction of fractions with the same or related denominators |
|  |  |  |  | Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation | Recognise that the place value system can be extended beyond hundredths | Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies |
|  |  |  |  |  | Compare, order and represent decimals | Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers |
|  |  |  |  |  |  | Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies |

| Foundation Level | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
| --- | --- | --- | --- | --- | --- | --- |
| **Number and Algebra** |  |  |  |  |  |  |
| **Number and place value** |  |  |  |  |  |  |
| Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point | Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero | Investigate number sequences, initially those increasing and decreasing by twos, threes, fives and ten from any starting point, then moving to other sequences | Investigate the conditions required for a number to be odd or even and identify odd and even numbers | Investigate and use the properties of odd and even numbers | Identify and describe factors and multiples of whole numbers and use them to solve problems | Identify and describe properties of prime, composite, square and triangular numbers |
| Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond | Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line | Recognise, model, represent and order numbers to at least 1000 | Recognise, model, represent and order numbers to at least 10 000 | Recognise, represent and order numbers to at least tens of thousands | Use estimation and rounding to check the reasonableness of answers to calculations | Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations |
| Subitise small collections of objects | Count collections to 100 by partitioning numbers using place value | Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting | Apply place value to partition, rearrange and regroup numbers to at least 10 000 to assist calculations and solve problems | Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems | Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies | Investigate everyday situations that use integers. Locate and represent these numbers on a number line |
| Compare, order and make correspondences between collections, initially to 20, and explain reasoning | Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts | Explore the connection between addition and subtraction | Recognise and explain the connection between addition and subtraction | Investigate number sequences involving multiples of 3, 4, 6, 7, 8, and 9 | Solve problems involving division by a one digit number, including those that result in a remainder |  |
| Represent practical situations to model addition and subtraction | Represent practical situations that model sharing | Solve simple addition and subtraction problems using a range of efficient mental and written strategies | Recall addition facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies for computation | Recall multiplication facts up to 10 × 10 and related division facts | Use efficient mental and written strategies and apply appropriate digital technologies to solve problems |  |
| Represent practical situations to model sharing |  | Recognise and represent multiplication as repeated addition, groups and arrays | Recall multiplication facts of two, three, five and ten and related division facts | Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division where there is no remainder | Recognise, represent and order numbers to at least hundreds of thousands |  |
|  |  | Recognise and represent division as grouping into equal sets and solve simple problems using these representations | Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies |  |  |  |
| **Money and financial mathematics** | | | | | | |
| Represent simple, everyday financial situations involving money | Recognise, describe and order Australian coins according to their value | Count and order small collections of Australian coins and notes according to their value | Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents | Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies | Create simple financial plans | Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies |
| **Fractions and decimals** |  |  |  |  |  |  |
|  | Recognise and describe one-half as one of two equal parts of a whole | Recognise and interpret common uses of halves, quarters and eighths of shapes and collections | Model and represent unit fractions including 1/2, 1/4, 1/3, 1/5 and their multiples to a complete whole | Investigate equivalent fractions used in contexts | Compare and order common unit fractions and locate and represent them on a number line | Compare fractions with related denominators and locate and represent them on a number line |
|  |  |  |  | Count by quarters, halves and thirds, including with mixed numerals. Locate and represent these fractions on a number line | Investigate strategies to solve problems involving addition and subtraction of fractions with the same denominator | Solve problems involving addition and subtraction of fractions with the same or related denominators |
|  |  |  |  | Recognise that the place value system can be extended to tenths and hundredths. Make connections between fractions and decimal notation | Recognise that the place value system can be extended beyond hundredths | Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies |
|  |  |  |  |  | Compare, order and represent decimals | Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers |
|  |  |  |  |  |  | Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies |

| Foundation Level | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
| --- | --- | --- | --- | --- | --- | --- |
| **Achievement Standard** |  |  |  |  |  |  |
| Students connect number names and numerals with sets of up to 20 elements, estimate the size of these sets, and use counting strategies to solve problems that involve comparing, combining and separating these sets. They match individual objects with counting sequences up to and back from 20. Students order the first 10 elements of a set. They represent, continue and create simple patterns. | Students count to and from 100 and locate these numbers on a number line. They partition numbers using place value and carry out simple additions and subtractions, using counting strategies. Students recognise Australian coins according to their value. They identify representations of one half. Students describe number sequences resulting from skip counting by 2s, 5s and 10s. They continue simple patterns involving numbers and objects with and without the use of digital technology. | Students count to and from, and order numbers up to 1000. They perform simple addition and subtraction calculations, using a range of strategies. They find the total value of simple collections of Australian notes and coins. Students represent multiplication and division by grouping into sets and divide collections and shapes into halves, quarters and eighths. They recognise increasing and decreasing number sequences involving 2s, 3s, 5s and 10s, identify the missing element in a number sequence, and use digital technology to produce sequences by constant addition. | Students count and order numbers to and from 10 000. They recognise the connection between addition and subtraction, and solve problems using efficient strategies for multiplication with and without the use of digital technology. Students recall addition and multiplication facts for single-digit numbers. They represent money values in various ways and correctly count out change from financial transactions. Students model and represent unit fractions for halves, thirds, quarters, fifths and eighths, and multiples of these up to one. They classify numbers as either odd or even, continue number patterns involving addition or subtraction, and explore simple number sequences based on multiples. | Students recall multiplication facts to 10 x 10 and related division facts. They choose appropriate strategies for calculations involving multiplication and division, with and without the use of digital technology, and estimate answers accurately enough for the context. Students solve simple purchasing problems with and without the use of digital technology. They locate familiar fractions on a number line, recognise common equivalent fractions in familiar contexts and make connections between fractions and decimal notations up to two decimal places. Students identify unknown quantities in number sentences. They use the properties of odd and even numbers and describe number patterns resulting from multiplication. Students continue number sequences involving multiples of single-digit numbers and unit fractions, and locate them on a number line. | Students solve simple problems involving the four operations using a range of strategies including digital technology. They estimate to check the reasonableness of answers and approximate answers by rounding. Students identify and describe factors and multiples. They explain plans for simple budgets. Students order decimals and unit fractions and locate them on a number line. Students add and subtract fractions with the same denominator. They find unknown quantities in number sentences and continue patterns by adding or subtracting fractions and decimals. | Students recognise the properties of prime, composite, square and triangular numbers and determine sets of these numbers. They solve problems that involve all four operations with whole numbers and describe the use of integers in everyday contexts. Students locate fractions and integers on a number line and connect fractions, decimals and percentages as different representations of the same number. They solve problems involving the addition and subtraction of related fractions. Students calculate a simple fraction of a quantity and calculate common percentage discounts on sale items, with and without the use of digital technology. They make connections between the powers of 10 and the multiplication and division of decimals. Students add, subtract and multiply decimals and divide decimals where the result is rational. Students write number sentences using brackets and order of operations, and specify rules used to generate sequences involving whole numbers, fractions and decimals. They use ordered pairs of integers to represent coordinates of points and locate a point in any one of the four quadrants on the Cartesian plane. |

| Level 7 | Level 8 | Level 9 | Level 10 | Level 10A |
| --- | --- | --- | --- | --- |
| **Number and Algebra** |  |  |  |  |
| **Number and place value** |  |  |  |  |
| Investigate index notation and represent whole numbers as products of powers of prime numbers | Use index notation with numbers to establish the index laws with positive integral indices and the zero index |  |  |  |
| Investigate and use square roots of perfect square numbers | Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies and make estimates for these computations |  |  |  |
| Apply the associative, commutative and distributive laws to aid mental and written computation and make estimates for these computations |  |  |  |  |
| Compare, order, add and subtract integers |  |  |  |  |
| **Real numbers** |  |  |  |  |
| Compare fractions using equivalence. Locate and represent positive and negative fractions and mixed numbers on a number line | Investigate terminating and recurring decimals | Solve problems involving direct proportion. Explore the relationship between graphs and equations corresponding to simple rate problems | Solve simple problems involving inverse proportion | Define rational and irrational numbers and perform operations with surds and fractional indices |
| Solve problems involving addition and subtraction of fractions, including those with unrelated denominators | Investigate the concept of irrational numbers, including π | Apply index laws to numerical expressions with integer indices |  | Use the definition of a logarithm to establish and apply the laws of logarithms and investigate logarithmic scales in measurement |
| Multiply and divide fractions and decimals using efficient written strategies and digital technologies | Solve problems involving the use of percentages, including percentage increases and decreases and percentage error, with and without digital technologies | Express numbers in scientific notation |  |  |
| Express one quantity as a fraction of another, with and without the use of digital technologies | Solve a range of problems involving rates and ratios, including distance-time problems for travel at a constant speed, with and without digital technologies |  |  |  |
| Round decimals to a specified number of decimal places |  |  |  |  |
| Connect fractions, decimals and percentages and carry out simple conversions |  |  |  |  |
| Find percentages of quantities and express one quantity as a percentage of another, with and without digital technologies |  |  |  |  |
| Recognise and solve problems involving simple ratios |  |  |  |  |

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| --- | --- | --- | --- | --- |
| Money and financial mathematics |  |  |  |  |
| Investigate and calculate 'best buys', with and without digital technologies | Solve problems involving profit and loss, with and without digital technologies | Solve problems involving simple interest | Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies |  |
| **Patterns and algebra** |  |  |  |  |
| Introduce the concept of variables as a way of representing numbers using letters | Extend and apply the distributive law to the expansion of algebraic expressions | Extend and apply the index laws to variables, using positive integer indices and the zero index | Factorise algebraic expressions by taking out a common algebraic factor | Investigate the concept of a polynomial and apply the factor and remainder theorems to solve problems |
| Create algebraic expressions and evaluate them by substituting a given value for each variable | Factorise algebraic expressions by identifying numerical factors | Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms where appropriate | Simplify algebraic products and quotients using index laws | Devise and use algorithms and simulations to solve mathematical problems |
| Extend and apply the laws and properties of arithmetic to algebraic terms and expressions | Simplify algebraic expressions involving the four operations | Apply set structures to solve real-world problems | Apply the four operations to simple algebraic fractions with numerical denominators |  |
| Design and implement mathematical algorithms using a simple general purpose programming language | Use algorithms and related testing procedures to identify and correct errors |  | Expand binomial products and factorise monic quadratic expressions using a variety of strategies |  |
|  |  |  | Substitute values into formulas to determine an unknown and re-arrange formulas to solve for a particular term |  |
|  |  |  | Implement algorithms using data structures in a general-purpose programming language |  |
| **Linear and non-linear relationships** |  |  |  |  |
| Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point | Plot linear relationships on the Cartesian plane with and without the use of digital technologies | Find the distance between two points located on a Cartesian plane using a range of strategies, including graphing software | Solve problems involving linear equations, including those derived from formulas | Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations |
| Solve simple linear equations | Solve linear equations using algebraic and graphical techniques. Verify solutions by substitution | Find the midpoint and gradient of a line segment (interval) on the Cartesian plane using a range of strategies, including graphing software | Solve linear inequalities and graph their solutions on a number line | Solve simple exponential equations |
| Investigate, interpret and analyse graphs from real life data, including consideration of domain and range | Plot graphs of non-linear real life data with and without the use of digital technologies, and interpret and analyse these graphs | Sketch linear graphs using the coordinates of two points and solve linear equations | Solve simultaneous linear equations, using algebraic and graphical techniques including using digital technology | Apply understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Level 7 | Level 8 | Level 9 | Level 10 | Level 10A |
|  |  | Graph simple non-linear relations with and without the use of digital technologies and solve simple related equations | Solve problems involving gradients of parallel and perpendicular lines | Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts |
|  |  |  | Explore the connection between algebraic and graphical representations of relations such as simple quadratic, reciprocal, circle and exponential, using digital technology as appropriate | Use function notation to describe the relationship between dependent and independent variables in modelling contexts |
|  |  |  | Solve linear equations involving simple algebraic fractions | Solve simultaneous equations using systematic guess-check-and-refine with digital technology |
|  |  |  | Solve simple quadratic equations using a range of strategies |  |
|  |  |  | Solve equations using systematic guess-check-and-refine with digital technology |  |
| **Achievement Standard** | | | | |
| Students solve problems involving the order, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving all four operations with fractions, decimals, percentages and their equivalences, and express fractions in their simplest form. Students compare the cost of items to make financial decisions, with and without the use of digital technology. They make simple estimates to judge the reasonableness of results. Students use variables to represent arbitrary numbers and connect the laws and properties of number to algebra and substitute numbers into algebraic expressions. They assign ordered pairs to given points on the Cartesian plane and interpret and analyse graphs of relations from real data. Students develop simple linear models for situations, make predictions based on these models, solve related equations and check their solutions. | Students use efficient mental and written strategies to make estimates and carry out the four operations with integers, and apply the index laws to whole numbers. They identify and describe rational and irrational numbers in context. Students estimate answers and solve everyday problems involving profit and loss rates, ratios and percentages, with and without the use of digital technology. They simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. Students solve linear equations and graph linear relationships on the Cartesian plane. | Students apply the index laws using integer indices to variables and numbers, express numbers in scientific notation, solve problems involving very small and very large numbers, and check the order of magnitude of calculations. They solve problems involving simple interest. Students use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies including the use of digital technology. Students sketch and draw linear and non-linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms, with and without the use of digital technology. | Students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs, with and without the use of digital technology. Students substitute into formulas, find unknown values, manipulate linear algebraic expressions, expand binomial expressions and factorise monic and simple non-monic quadratic expressions, with and without the use of digital technology. They represent linear, quadratic and exponential functions numerically, graphically and algebraically, and use them to model situations and solve practical problems. |  |

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Measurement and Geometry** |  |  |  |
| **Using units of measurement** |  |  |  |
| Respond to objects based on length | Compare objects using direct comparison | Compare two objects based on measurement attributes of length | Respond to contexts involving ‘heavier/lighter’ than and ‘holds more/less’ than |
| Respond to personally relevant everyday events | Recognise and participate in familiar events that happen on a daily basis | Identify familiar events that occur at different stages of a day (morning, afternoon, evening, night) | Identify and sequence regular events that occur during the school day and comment on their duration (short/long) |
| Respond to personally relevant routine events | Participate in regular daily events | Identify the familiar events within the day using a visual schedule | Identify the days of the week in sequence |
| **Shape** |  |  |  |
| Respond to familiar everyday shapes and objects | Identify when two shapes or objects are the same sort or not | Match familiar two dimensional shapes and three dimensional objects | Use direct comparison to sort three dimensional objects and two dimensional shapes |
| **Location and transformation** |  |  |  |
| Respond to movement of an object | Respond to a simple statement about location or direction | Locate familiar three-dimensional objects in the classroom when they are named | Follow simple directional words to locate or move an object ‘on’, ‘in’ or ‘under’ |
| **Achievement Standard** |  |  |  |
| **Measurement and Geometry**  Students observe and explore objects within daily life. They react and respond to objects and experience measurement attributes in practical situations. Students explore objects of varying weights, lengths, capacities and materials. They show an awareness of time and daily routine by responding to a signal from the teacher, and items being brought out or removed. Students respond to a signal from a timer, used to indicate the end of an activity. Students explore and respond to objects of varying textures, colours, sizes and shapes. Students explore space by moving and changing position and location, and respond to changes in position. | **Measurement and Geometry**  Students participate in everyday activities that explore measurement and use measurement attributes in practical situations. Students demonstrate beginning understanding of basic measurement concepts such as ‘long or short’, ‘heavy or light’. They explore routine events and show an awareness of time and daily routines by responding to a routine signal from the teacher. They demonstrate an awareness of object permanence by searching for objects that have been hidden and participate in class activities that explore three-dimensional objects. They can match identical familiar three-dimensional shapes that are ‘the same’. Students respond to specific instructions relating to manipulating the movement and location of self and objects. | **Measurement and Geometry**  Students explore measurement attributes in practical situations and use words to describe the characteristics of familiar objects. Students solve simple mathematical problems associated with longer and shorter lengths. They explore events and identify day and night events. They can identify events that may or may not happen today. Students respond to a simple pictorial representation of activities related to their whole day. They match objects that are the same and sort familiar objects, and an understanding of the concept of ‘inside and outside’ by following instructions. They demonstrate an understanding of location and spatial awareness by following simple instructions related to simple spatial concepts. | **Measurement and Geometry**  Students explore measurement attributes in practical situations and identify and describe the basic characteristics of a range of objects. They can identify regular events within the school week. They can follow a class pictorial schedule and mark off each passing day on a calendar. Students demonstrate an understanding of two- and three-dimensional shapes by matching basic geometric objects to pictures of that object, identifying basic three-dimensional shapes in the classroom and sorting shapes into like groups. Students show an understanding of ‘location’ and spatial concepts by responding to instructions to position items. |

| Foundation Level | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
| --- | --- | --- | --- | --- | --- | --- |
| **Measurement and Geometry** | | | | | | |
| **Using units of measurement** | | | | | | |
| Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language | Measure and compare the lengths, masses and capacities of pairs of objects using uniform informal units | Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units | Measure, order and compare objects using familiar metric units of length, area, mass and capacity | Use scaled instruments to measure and compare lengths, masses, capacities and temperatures | Choose appropriate units of measurement for length, area, volume, capacity and mass | Connect decimal representations to the metric system |
| Compare and order the duration of events using the everyday language of time | Tell time to the half-hour | Compare masses of objects using balance scales | Tell time to the minute and investigate the relationship between units of time | Compare objects using familiar metric units of area and volume | Calculate the perimeter and area of rectangles and the volume and capacity of prisms using familiar metric units | Convert between common metric units of length, mass and capacity |
| Connect days of the week to familiar events and actions | Describe duration using months, weeks, days and hours | Tell time to the quarter-hour, using the language of 'past' and 'to' |  | Convert between units of time | Compare 12- and 24-hour time systems and convert between them | Solve problems involving the comparison of lengths and areas using appropriate units |
|  |  | Name and order months and seasons |  | Use am and pm notation and solve simple time problems |  | Connect volume and capacity and their units of measurement |
|  |  | Use a calendar to identify the date and determine the number of days in each month |  |  |  | Interpret and use timetables |
|  |  |  |  |  |  | Measure, calculate and compare elapsed time |
| **Shape** | | | | | | |
| Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment | Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features | Describe and draw two-dimensional shapes, with and without digital technologies | Make models of three-dimensional objects and describe key features | Compare the areas of regular and irregular shapes by informal means | Connect three-dimensional objects with their nets and other two-dimensional representations | Construct simple prisms and pyramids |
|  |  | Describe the features of three-dimensional objects |  | Compare and describe two dimensional shapes that result from combining and splitting common shapes, with and without the use of digital technologies |  |  |
|  |  |  |  | Explain and compare the geometric properties of two-dimensional shapes and three-dimensional objects |  |  |

| Foundation Level | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
| --- | --- | --- | --- | --- | --- | --- |
| Location and transformation | | | | | | |
| Describe position and movement | Give and follow directions to familiar locations | Interpret simple maps of familiar locations and identify the relative positions of key features | Create and interpret simple grid maps to show position and pathways | Use simple scales, legends and directions to interpret information contained in basic maps | Use a grid reference system to describe locations. Describe routes using landmarks and directional language | Investigate the effect of combinations of transformations on simple and composite shapes, including creating tessellations, with and without the use of digital technologies |
|  |  | Investigate the effect of one-step slides and flips with and without digital technologies | Identify symmetry in the environment | Create symmetrical patterns, pictures and shapes with and without digital technologies | Describe translations, reflections and rotations of two-dimensional shapes. Identify line and rotational symmetries | Introduce the Cartesian coordinate system using all four quadrants |
|  |  | Identify and describe half and quarter turns | Identify and describe slides and turns found in the natural and built environment |  | Apply the enlargement transformation to familiar two dimensional shapes and explore the properties of the resulting image compared with the original |  |
|  | | | **Geometric reasoning** | | | |
|  |  |  | Identify angles as measures of turn and compare angle sizes in everyday situations | Compare angles and classify them as equal to, greater than or less than a right angle | Estimate, measure and compare angles using degrees. Construct angles using a protractor | Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles |
| **Achievement Standard** |  |  |  |  |  |  |
| Students identify measurement attributes in practical situations and compare lengths, masses and capacities of familiar objects. They order events, explain their duration, and match days of the week to familiar events. Students identify simple shapes in their environment and sort shapes by their common and distinctive features. They use simple statements and gestures to describe location. | Students use informal units of measurement to order objects based on length, mass and capacity. They tell time to the half-hour and explain time durations. Students describe two-dimensional shapes and three-dimensional objects. They use the language of distance and direction to move from place to place. | Students order shapes and objects, using informal units for a range of measures. They tell time to the quarter hour and use a calendar to identify the date, days, weeks and months included in seasons and other events. Students draw two-dimensional shapes, specify their features and explain the effects of one-step transformations. They recognise the features of three-dimensional objects. They interpret simple maps of familiar locations. | Students use metric units for length, area, mass and capacity. They tell time to the nearest minute. Students identify symmetry in natural and constructed environments. They use angle size as a measure of turn in real situations and make models of three-dimensional objects. Students match positions on maps with given information and create simple maps. | Students compare areas of regular and irregular shapes, using informal units. They solve problems involving time duration. Students use scaled instruments to measure length, angle, area, mass, capacity and temperature of shapes and objects. They convert between units of time. Students create symmetrical simple and composite shapes and patterns, with and without the use of digital technology. They classify angles in relation to a right angle. Students interpret information contained in maps. | Students use appropriate units of measurement for length, area, volume, capacity and mass, and calculate perimeter and area of rectangles and volume, and capacity of rectangular prisms. They convert between 12 and 24-hour time. Students use a grid reference system to locate landmarks. They estimate angles, and use protractors and digital technology to construct and measure angles. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry. | Students relate decimals to the metric system and choose appropriate units of measurement to perform a calculation. They solve problems involving time, length and area, and make connections between capacity and volume. Students interpret a variety of everyday timetables. They solve problems using the properties of angles and investigate simple combinations of transformations in the plane, with and without the use of digital technology. Students construct simple prisms and pyramids. |

| Level 7 | Level 8 | Level 9 | Level 10 | Level 10A |
| --- | --- | --- | --- | --- |
| **Measurement and Geometry** | | | | |
| **Using units of measurement** | | | | |
| Establish the formulas for areas of rectangles, triangles and parallelograms and use these in problem solving | Choose appropriate units of measurement for area and volume and convert from one unit to another | Calculate the areas of composite shapes | Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids | Solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids |
| Calculate volumes of rectangular prisms | Find perimeters and areas of parallelograms, trapeziums, rhombuses and kites | Calculate the surface area and volume of cylinders and solve related problems |  |  |
|  | Investigate the relationship between features of circles such as circumference, area, radius and diameter. Use formulas to solve problems involving determining radius, diameter, circumference and area from each other | Solve problems involving the surface area and volume of right prisms |  |  |
|  | Develop the formulas for volumes of rectangular and triangular prisms and prisms in general. Use formulas to solve problems involving volume | Investigate very small and very large time scales and intervals |  |  |
|  | Solve problems involving duration, including using 12- and 24-hour time within a single time zone |  |  |  |
| **Shape** | | | | |
| Draw different views of prisms and solids formed from combinations of prisms |  |  |  |  |
| **Location and transformation** | | | | |
| Describe translations, reflections in an axis, and rotations of multiples of 90° on the Cartesian plane using coordinates. Identify line and rotational symmetries |  |  |  |  |
| **Geometric reasoning** | | | | |
| Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal | Define congruence of plane shapes using transformations and use transformations of congruent shapes to produce regular patterns in the plane including tessellations with and without the use of digital technology | Use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar | Formulate proofs involving congruent triangles and angle properties | Prove and apply angle and chord properties of circles |

| Level 7 | Level 8 | Level 9 | Level 10 | Level 10A |
| --- | --- | --- | --- | --- |
| Investigate conditions for two lines to be parallel and solve simple numerical problems using reasoning | Develop the conditions for congruence of triangles | Solve problems using ratio and scale factors in similar figures | Apply logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes |  |
| Demonstrate that the angle sum of a triangle is 180° and use this to find the angle sum of a quadrilateral | Establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning |  |  |  |
| Classify triangles according to their side and angle properties and describe quadrilaterals |  |  |  |  |
|  | | **Pythagoras and trigonometry** | | |
|  |  | Investigate Pythagoras’ Theorem and its application to solving simple problems involving right angled triangles | Solve right-angled triangle problems including those involving direction and angles of elevation and depression | Establish the sine, cosine and area rules for any triangle and solve related problems |
|  |  | Use similarity to investigate the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles |  | Use the unit circle to define trigonometric functions as functions of a real variable, and graph them with and without the use of digital technologies |
|  |  | Apply trigonometry to solve right-angled triangle problems |  | Solve simple trigonometric equations |
|  |  |  |  | Apply Pythagoras’ theorem and trigonometry to solving three-dimensional problems in right-angled triangles |
| **Achievement Standard** | | | | |
| Students use formulas for the area and perimeter of rectangles. They classify triangles and quadrilaterals and represent transformations of these shapes on the Cartesian plane, with and without the use of digital technology. Students name the types of angles formed by transversals crossing parallel lines and solve simple numerical problems involving these lines and angles. They describe different views of three-dimensional objects, and use models, sketches and digital technology to represent these views. Students calculate volumes of rectangular prisms. | Students convert between units of measurement for area and for volume. They find the perimeter and area of parallelograms, rhombuses and kites. Students name the features of circles, calculate circumference and area, and solve problems relating to the volume of prisms. They make sense of time duration in real applications, including the use of 24-hour time. Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. They use tools, including digital technology, to construct congruent shapes. | Students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology. They relate three-dimensional objects to two-dimensional representations. Students explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras's theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles. | Students solve and explain surface area and volume problems relating to composite solids. They use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems and develop proofs involving lengths, angles and areas in plane shapes. They use digital technology to construct and manipulate geometric shapes and objects, and explore symmetry and pattern in two dimensions. |  |

| Level A | | Level B | | Level C | | Level D |
| --- | --- | --- | --- | --- | --- | --- |
| **Statistics and Probability** |  | |  | |  | |
| **Data representation and interpretation** | | | | | | |
| Respond to objects relevant to a given context | | Participate in data collection | | Identify data relevant to a given context | | Answer simple yes/no questions about data that has been gathered in a given context |
| Respond to objects being moved and organised to make a data display | | Participate in the grouping of data | | Follow simple instructions to sort objects into a simple data display | | Collect and display data in response to a question using materials |
| Experience data display being interpreted | | Experiencing data being used for decision making in everyday situations | | Identify the choices/ responses of a data display | | Identify what the data display is representing and answer questions using yes/no responses |
| **Achievement Standard** | |  | |  | |  |
| **Statistics and Probability**  Students observe objects and events within their daily life. Students begin to display a similar and predictable reaction to regular events. They respond to major changes to regular games and activities associated with chance, surprise and predictability, such as moving a switch to activate a toy. | | **Statistics and Probability**  Students participate in class activities that explore object, events and displaying information. They develop an awareness of chance by playing with materials or objects that involve cause and effect (actions that will happen) and playing games where the outcome is unpredictable. Students respond to a simple pictorial representation of their activities related to a short time-frame. | | **Statistics and Probability**  Students participate in and contribute to the development of picture schedules, timetables and pictorial lists associated with familiar activities, such as listing the ingredients needed for a cooking session. They demonstrate an understanding of the concept of chance by participating in games of chance, and identifying events that may or may not happen today. | | **Statistics and Probability**  Students explore events and follow a simple picture schedule, and use these to answer simple ‘yes’ or ‘no’ questions. They play a variety of chance games such as bingo or snakes and ladders and demonstrate an understanding that they will not always win. |

| Foundation Level | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
| --- | --- | --- | --- | --- | --- | --- |
| **Statistics and Probability** | | | | | | |
|  | **Chance** |  |  |  |  |  |
|  | Identify outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’ | Identify practical activities and everyday events that involve chance. Describe outcomes as ‘likely’ or ‘unlikely’ and identify some events as ‘certain’ or ‘impossible’ | Conduct chance experiments, identify and describe possible outcomes and recognise variation in results | Describe possible everyday events and order their chances of occurring | List outcomes of chance experiments involving equally likely outcomes and represent probabilities of those outcomes using fractions | Describe probabilities using fractions, decimals and percentages |
|  |  |  |  | Identify everyday events where one cannot happen if the other happens | Recognise that probabilities range from 0 to 1 | Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies |
|  |  |  |  | Identify events where the chance of one will not be affected by the occurrence of the other |  | Compare observed frequencies across experiments with expected frequencies |
| **Data representation and interpretation** | | | | | | |
| Answer yes/no questions to collect information | Choose simple questions and gather responses | Identify a question of interest based on one categorical variable. Gather data relevant to the question | Identify questions or issues for categorical variables. Identify data sources and plan methods of data collection and recording | Select and trial methods for data collection, including survey questions and recording sheets | Pose questions and collect categorical or numerical data by observation or survey | Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables |
| Organise answers to yes/no questions into simple data displays using objects and drawings | Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays | Collect, check and classify data | Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies | Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values | Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies | Interpret secondary data presented in digital media and elsewhere |
| Interpret simple data displays about yes/no questions |  | Create displays of data using lists, table and picture graphs and interpret them | Interpret and compare data displays | Evaluate the effectiveness of different displays in illustrating data features including variability | Describe and interpret different data sets in context | Pose and refine questions to collect categorical or numerical data by observation or survey |

| Foundation Level | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
| --- | --- | --- | --- | --- | --- | --- |
| **Achievement Standard** | | | | | | |
| Students sort familiar categorical data into sets and use these to answer yes/no questions and make simple true/false statements about the data. | Students describe data displays. They ask questions to collect data and draw simple data displays. Students classify outcomes of simple familiar events. | Students collect data from relevant questions to create lists, tables and picture graphs with and without the use of digital technology. They interpret data in context. Students use everyday language to describe outcomes of familiar events. | Students carry out simple data investigations for categorical variables. They interpret and compare data displays. Students conduct chance experiments, list possible outcomes and recognise variations in results. | Students describe different methods for data collection and representation, and evaluate their effectiveness. They construct data displays from given or collected data, with and without the use of digital technology. Students list the probabilities of everyday events. They identify dependent and independent events. | Students pose questions to gather data and construct various displays appropriate for the data, with and without the use of digital technology. They compare and interpret different data sets. Students list outcomes of chance experiments with equally likely outcomes and assign probabilities as a number from 0 to 1. | Students interpret and compare a variety of data displays, including displays for two categorical variables. They analyse and evaluate data from secondary sources. Students compare observed and expected frequencies of events, including those where outcomes of trials are generated with the use of digital technology. They specify, list and communicate probabilities of events using simple ratios, fractions, decimals and percentages. |

| Level 7 | Level 8 | Level 9 | Level 10 | Level 10A |
| --- | --- | --- | --- | --- |
| **Statistics and Probability** |  |  |  |  |
| **Chance** |  |  |  |  |
| Construct sample spaces for single-step experiments with equally likely outcomes | Identify complementary events and use the sum of probabilities to solve problems | List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays. Assign probabilities to outcomes and determine probabilities for events | Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence | Investigate reports of studies in digital media and elsewhere for information on their planning and implementation |
| Assign probabilities to the outcomes of events and determine probabilities for events | Describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and' | Calculate relative frequencies from given or collected data to estimate probabilities of events involving 'and' or 'or' | Use the language of ‘if ....then, ‘given’, ‘of’, ‘knowing that’ to investigate conditional statements and identify common mistakes in interpreting such language |  |
|  | Represent events in two-way tables and Venn diagrams and solve related problems | Investigate reports of surveys in digital media and elsewhere for information on how data were obtained to estimate population means and medians |  |  |
| **Data representation and interpretation** |  |  |  |  |
| Identify and investigate issues involving numerical data collected from primary and secondary sources | Distinguish between a population and a sample and investigate techniques for collecting data, including census, sampling and observation | Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources | Determine quartiles and interquartile range and investigate the effect of individual data values, including outliers on the interquartile range | Calculate and interpret the mean and standard deviation of data and use these to compare data sets. Investigate the effect of individual data values including outliers, on the standard deviation |
| Construct and compare a range of data displays including stem-and-leaf plots and dot plots | Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes | Construct back-to-back stem-and-leaf plots and histograms and describe data, using terms including ‘skewed’, ‘symmetric’ and ‘bi modal’ | Construct and interpret box plots and use them to compare data sets | Use digital technology to investigate bivariate numerical data sets. Where appropriate use a straight line to describe the relationship allowing for variation, make predictions based on this straight line and discuss limitations |
| Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data | Explore the variation of means and proportions of random samples drawn from the same population | Compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spread | Compare shapes of box plots to corresponding histograms and dot plots and discuss the distribution of data |  |

| Level 7 | Level 8 | Level 9 | Level 10 | Level 10A |
| --- | --- | --- | --- | --- |
| Describe and interpret data displays using median, mean and range | Investigate the effect of individual data values including outliers, on the range, mean and median |  | Use scatter plots to investigate and comment on relationships between two numerical variables |  |
|  |  |  | Investigate and describe bivariate numerical data, including where the independent variable is time |  |
|  |  |  | Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data |  |
| **Achievement Standard** |  |  |  |  |
| Students identify issues involving the collection of discrete and continuous data from primary and secondary sources. They construct stem-and-leaf plots and dot-plots. Students identify or calculate mean, mode, median and range for data sets, using digital technology for larger data sets. They describe the relationship between the median and mean in data displays. Students determine the sample space for simple experiments with equally likely outcomes, and assign probabilities outcomes. | Students explain issues related to the collection of sample data and discuss the effect of outliers on means and medians of the data. They use various approaches, including the use of digital technology, to generate simple random samples from a population. Students model situations with Venn diagrams and two-way tables and explain the use of 'not', 'and' and 'or'. Students choose appropriate language to describe events and experiments. They determine complementary events and calculate the sum of probabilities. | Students compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types. They construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology. Students identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data. They calculate relative frequencies to estimate probabilities. Students list outcomes for two-step experiments and assign probabilities for those outcomes and related events. | Students compare univariate data sets by referring to summary statistics and the shape of their displays. They describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables. Students evaluate the use of statistics in the media. They list outcomes for multi-step chance experiments involving independent and dependent events, and assign probabilities for these experiments. |  |

# The Arts - Dance

**Rationale**

Dance is expressive movement with purpose and form. Through Dance, students express, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving both individually and collaboratively. They choreograph, perform and appreciate as they engage with dance practice and practitioners in their own and others’ cultures and communities.

Students use the elements of dance to explore choreography and performance and to practise choreographic, technical and expressive skills. Students respond to their own and others’ dances using movement and other forms of communication.

Active participation as dancers, choreographers and audiences promotes wellbeing and social inclusion. Learning in and through Dance enhances students’ knowledge and understanding of diverse cultures, times and locations and develops their personal, social and cultural identity.

**Aims**

The Dance curriculum aims to develop students’:

* body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
* choreographic and performance skills and appreciation of their own and others’ dances
* aesthetic, artistic and cultural understandings of dance in past and contemporary context sits relationship with other arts forms and contributions to cultures and societies
* respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Explore and Express Ideas** |  |  |  |
| Experience dance, safe movement possibilities and move their body parts intentionally in response to stimulus | Move body parts and experience safe movement possibilities when learning fundamental dance movements | Explore dance ideas that use safe fundamental movement patterns | Develop safe fundamental movements and technical skills when exploring dance ideas |
| **Dance Practices** |  |  |  |
| Show general awareness of body position and own body when being moved by others during fundamental movement and dance sequences | Explore ways of moving in response to stimulus | Explore dance movements to communicate ideas | Improvise and sequence dance movements to communicate moods and feelings |
| **Present and Perform** |  |  |  |
| Be involved in making and sharing dance that communicates ideas | Share dance to communicate a given idea | Perform movement sequences to express ideas, feelings and/or observations | Perform dance that communicates ideas, feelings, observations and/or experiences to an audience |
| **Respond and Interpret** |  |  |  |
| React to dance | Respond to own and others’ dance | Respond to own and others’ dance and explore where and why people dance | Respond to dance and describe some of the characteristics they observe |
| **Achievement Standard** |  |  |  |
| By the end of Level A, students participate in dance activities. They move body parts safely and react to aspects of dance they make, perform and view. | By the end of Level B, students follow safe practice when moving body parts and performing dance sequences.  Students communicate responses to dances they make, perform and view. | By the end of Level C, students follow safe dance practice to make and share dance sequences and movement patterns.  Students communicate ideas and feelings about aspects of their own and others’ dance. | By the end of Level D, students make and share a simple dance sequence and demonstrate safe dance practice.  Students provide a simple explanation about the features and purpose of their own dance. |

| Foundation Level | Levels 1 and 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| --- | --- | --- | --- | --- | --- |
| **Explore and Express Ideas** |  |  |  |  |  |
| Use fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore safe movement possibilities and dance ideas | Use safe dance practice, fundamental locomotor and non-locomotor movements, body parts, bases and zones to explore, improvise and structure movement ideas for dance | Improvise and structure movement ideas for dance sequences using safe dance practice, the elements of dance and choreographic devices | Explore movement possibilities and choreographic devices using safe dance practice, the elements of dance to create movement ideas, sequences and phrases | Use safe dance practice, elements of dance, body actions and improvisations to explore ways of making literal movements into abstract movements | Explore personal movement style by combining elements of dance and using improvisation and safe dance practice to develop new movement possibilities |
|  |  |  |  | Develop their choreographic intent by applying the elements of dance to select and organise movement | Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent |
| **Dance Practices** |  |  |  |  |  |
| Use choreographic devices to organise movement ideas and create dance sequences | Use choreographic devices to select and organise movement ideas and create and practise dance sequences | Use choreographic devices to organise dance sequences, and practise body actions and technical skills | Develop technical and expressive skills in fundamental movements and body actions and use choreographic devices to create dance sequences | Practise and refine technical and expressive skills in style-specific techniques | Practise and refine technical and expressive skills to develop proficiency in genre and style-specific techniques |
|  |  |  |  | Structure dances using choreographic devices and form | Structure dances using movement motifs, choreographic devices and form |
| **Present and Perform** |  |  |  |  |  |
| Use simple technical and expressive skills when presenting dance that communicates ideas to an audience | Use simple technical and expressive skills when presenting dance that communicates ideas about themselves and their world to an audience | Perform dances using technical and expressive skills to communicate ideas and intentions to an audience | Perform dance with technical competence, using expressive skills to communicate a choreographer’s ideas | Rehearse and perform focusing on technical and expressive skills appropriate to style and/or choreographic intent | Perform dances using genre and style specific techniques, expressive skills and production elements to communicate a choreographer’s intent |
| **Respond and Interpret** |  |  |  |  |  |
| Respond to dance, expressing what they enjoy and why | Respond to dance, expressing what they enjoy, and where and why people in their local area dance including dances of Aboriginal and Torres Strait Islander Peoples | Identify how the elements of dance and production elements express ideas in dance they make, perform and view including in dances from Aboriginal and Torres Strait Islander Peoples | Explain how the elements of dance and production elements communicate ideas in dances from different contexts they make, perform and view including in dances by Aboriginal and Torres Strait Islander Peoples | Analyse how choreographers use elements of dance and production elements to communicate intent | Evaluate their own choreography and performance, and that of others, to inform and refine future work |
|  |  |  |  | Identify and connect specific features of dance from different times and locations including dance of Aboriginal and Torres Strait Islander Peoples to explore viewpoints and enrich their dance making | Analyse a range of dance from contemporary and past times, including dance of Aboriginal and Torres Strait Islander peoples, to explore differing viewpoints and develop understanding of dance practice across local, national and international contexts |
| **Achievement Standard** |  |  |  |  |  | |
| By the end of Foundation, students make and perform dance sequences and demonstrate safe dance practice.  Students describe what happens in dance they make, perform and view. | By the end of Level 2 students use the elements of dance and fundamental movement skills to make and perform safely, dance sequences that express ideas.  Students communicate about dances they make, perform and view, and discuss where and why people dance. | By the end of Level 4, students structure movements into dance sequences and use the elements of dance and choreographic devices to communicate their ideas and intentions. They make dances and perform safely with control, accuracy, projection and focus.  Students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance to communicate ideas and intentions. | By the end of Level 6, students structure movements in dance sequences and use elements of dance and choreographic devices to make dances that communicate ideas and intentions. They perform dances for audiences, demonstrating technical and expressive skills and safe dance practice.  Students explain how the elements of dance, choreographic devices and production elements communicate ideas and intentions in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts and discuss how these influence their dance making. | By the end of Level 8 students choreograph and perform dances to communicate ideas and intentions. They improvise movement and select and organise the elements of dance, choreographic devices and form to communicate choreographic intent. Students learn, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the dance style and safe dance practice.  Students identify and analyse the elements of dance, choreographic devices and production elements of dances in different styles and apply this knowledge to dances they make and perform. They evaluate how they and other dance practitioners from different cultures, times and locations, communicate ideas and intentions through dance. | By the end of Level 10, students choreograph dances by manipulating and combining the elements of dance, choreographic devices, and form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating safe dance practice and technical and expressive skills appropriate to the style and genre.  Students analyse choreographers’ use of the elements of dance, choreographic devices, and form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, times and locations. | |

# The Arts - Drama

**Rationale**

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others’ stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. Through role and dramatic action students explore, imagine and take risks to communicate ideas, experiences and stories.

Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

**Aims**

The Drama curriculum aims to develop students’:

* confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
* knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
* sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
* knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Explore and Express Ideas** |  |  |  |
| Experience elements of dramatic play with support | Use structured dramatic play to explore ideas | Explore ideas for characters in dramatic play | Explore how characters express ideas in dramatic play |
| **Drama Practices** |  |  |  |
| Use facial expression to communicate a feeling or reaction | Use voice, facial expression, and/or movement to imitate role and situation | Use voice, facial expression and/or movement to imagine a role and situation | Use voice, facial expression, movement and/or space to express ideas and feelings about their world |
| **Present and Perform** |  |  |  |
| Be involved in sharing ideas through drama | Participate in drama performances to communicate a feeling and/or events | Present drama that communicates ideas, feelings and/or experiences | Present drama that communicates major elements of stories and/or experiences |
| **Respond and Interpret** |  |  |  |
| React to drama | Respond to own and others’ drama | Share responses to drama by answering yes/no questions and explore where and why people make drama | Respond to drama and describe some of the characteristics they observe |
| **Achievement Standard** |  |  |  |
| By the end of Level A, students participate in dramatic play. They react to aspects of drama they make, perform and view. | By the end Level B, students make and share drama through dramatic play and improvisation.  Students communicate likes and dislikes in response to elements of drama they make, perform and view. | By the end of Level C, students make and share simple drama that communicates an idea, feeling and/or experience.  Students communicate ideas about drama and reasons why people share drama by answering yes/no questions. | By the end of Level D, students make and share drama that communicates major elements of stories or experiences.  Students provide a simple explanation about the characteristics of drama they make, perform and view. |

| Foundation Level | Levels 1 and 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| --- | --- | --- | --- | --- | --- |
| **Explore and Express Ideas** |  |  |  |  |  |
| Explore ideas for characters and situations through dramatic play | Explore roles, characters and dramatic action in dramatic play, improvisation and process drama | Explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama | Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations | Combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes | Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama |
|  |  |  |  | Develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions | Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles |
| **Drama Practices** |  |  |  |  |  |
| Use voice, facial expression, movement and space to imagine and improvise characters and situations | Use voice, facial expression, movement and space to imagine and establish role and situation | Use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place | Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action | Plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning | Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performances spaces |
|  |  |  |  | Develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions | Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements |
| **Present and Perform** |  |  |  |  |  |
| Present drama that communicates ideas and stories | Present drama that communicates ideas, including stories from their community, to an audience | Shape and perform dramatic action using narrative structures and tension in devised and scripted drama | Perform devised and scripted drama that develops narrative and uses performance styles and design elements to engage an audience | Perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft. | Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience |
| **Respond and Interpret** |  |  |  |  |  |
| Respond to drama, expressing what they enjoy and why | Respond to drama, expressing what they enjoy and why, and why people in their local area make and perform drama including drama of Aboriginal and Torres Strait Islander Peoples | Identify intended purposes and meaning of drama, including the drama of Aboriginal and Torres Strait Islander Peoples | Explain how the elements of drama and production elements communicate meaning by comparing drama from different social, cultural and historical contexts including in the drama of Aboriginal and Torres Strait Islander Peoples | Analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning | Evaluate how the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect |

| Foundation Level | Levels 1 and 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| --- | --- | --- | --- | --- | --- |
| **Respond and Interpret** |  |  |  |  |  |
|  |  |  |  | Identify and connect specific features and purposes of drama from contemporary and past times, including the drama of Aboriginal and Torres Strait Islander Peoples to explore viewpoints and enrich their drama making | Analyse a range of drama from contemporary and past times, including the drama of Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints and develop understanding of drama practice across local, national and international contexts |
| **Achievement Standard** |  |  |  |  |  |
| By the end of Foundation, students make and perform drama that communicates ideas and stories.  Students discuss characters and situations in drama they make, perform and view. | By the end of Level 2, students make and present drama using the elements of role, situation and focus in dramatic play and improvisation.  Students describe what happens in drama they make, perform and view. They identify some elements in drama and describe where and why there is drama. | By the end of Level 4, students use relationships, tension, time and place and narrative structure when improvising and performing devised and scripted drama. They use performance skills to communicate ideas and create a sense of time and place in their drama.  Students describe and discuss similarities and differences between drama they make, perform and view. They discuss how they and others organise the elements of drama to shape drama and communicate ideas to an audience. | By the end of Level 6, students use the elements of drama to shape character, voice and movement in improvisation, play-building and performances of devised and scripted drama for audiences.  Students explain how dramatic action and meaning is communicated in drama they make, perform and view. They explain how drama from different cultures, times and places influences their own drama making. | By the end of Level 8, students devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply different performance styles and conventions to convey status, relationships and intentions. They use performance skills, stagecraft and design elements to shape and focus relationships with an audience.  Students identify and analyse how the elements of drama are used, combined and manipulated in different styles, and apply this knowledge in drama they make and perform. They evaluate how they and drama practitioners from different cultures, times and locations communicate meaning and intent through drama. | By the end of Level 10, students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills to convey dramatic action and meaning.  Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use experiences of drama practices from different cultures, places and times to evaluate drama. |

# The Arts - Media Arts

**Rationale**

The Media Arts curriculum encompasses the fields of media, art and design. In Media Arts, students create visual representations that communicate, challenge and express their own and others’ ideas, as both artist and audience. They develop their perceptual and conceptual understandings, critical reasoning and practical skills through exploring the world through the media arts. Students learn about the role of the artist and designer, their contribution to society, and the significance of the creative industries. Media Arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to develop their creative and intellectual potential.

In Media Arts students make and respond using Media Arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Media Arts engages students in discovery, experimentation and problem-solving, and the development of perception about visual images, sound and text. Students utilise techniques, technologies, practices and processes with images, sound and text and become increasingly confident and proficient in achieving their personal visual aesthetic, and appreciating and valuing that of others.

Media Arts supports students to view the world through various lenses and contexts. They recognise the significance of Media Arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply Media Arts knowledge in order to make critical judgments about their own importance as artists and audiences. Learning in the Media Arts helps students to develop understandings of their own and other cultures, and their responsibilities as global citizens.

**Aims**

The Media Arts curriculum aims to develop students’:

* conceptual and perceptual ideas and representations through design and inquiry processes
* understanding of the use of the techniques, materials, processes and technologies
* critical and creative thinking skills, Media Arts languages, knowledge of Media Arts theories and practices
* respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, designers, commentators and critics
* understanding of Media Arts social, cultural and industry practices
* confidence, curiosity, imagination, enjoyment and a personal aesthetic.

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Explore and Express Ideas** |  |  |  |
| Experience characters and settings through stories in images, sounds and multi-modal texts | Respond to characters and settings through images, sounds and multi-modal texts | Explore different ways of representing characters and settings through images, sounds and multi-modal texts | Explore ideas, characters and settings through stories in images, sounds and multi-modal texts |
| **Media Arts Practices** |  |  |  |
| Experience media technologies to capture images and sounds for a story | Use media technologies to select images and sounds for a story | Assist in the use of media technologies to capture images and sounds for a story | Develop skills to use media technology to capture images, sounds and text for a story |
| **Present and Perform** |  |  |  |
| Experience the presentation of media artworks | Share media artworks that communicate a given idea or familiar story | Present media artworks that communicate an idea or concept | Present media artworks that communicate a simple idea or story |
| **Respond and Interpret** |  |  |  |
| React to stimuli in media artworks | Respond to media artworks | Respond to media artworks by answering questions using one word responses or images | Respond to media artworks and describe some of the characteristics they observe |
| **Achievement Standard** |  |  |  |
| By the end of Level A, students react to media artworks being made and viewed.  Students assist to make and share media artworks representing their life and preferences. | By the end of Level B, students indicate what they like and dislike about media artworks they make and view.  Students assist to make and share media artworks using technologies and by selecting images and sounds to represent an idea or familiar story. | By the end of Level C, students use single words or images to communicate about media artworks they make and view.  Students make media artworks that communicate an idea or concept. | By the end of Level D, students describe the characteristics of media artworks they make and view.  Students make and share media artworks representing a significant idea, event or story. |

| Foundation Level | Levels 1 and 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| --- | --- | --- | --- | --- | --- |
| **Explore and Express Ideas** | | | | | |
| Explore ideas characters and settings in images, sounds and multi-modal texts | Experiment with ideas and develop characters and settings through stories using images, sounds and text | Investigate and devise representations of people in their community, through stories, structure, settings in images, sounds and text | Explore representations, characterisations and viewpoints of people in their community, using stories, structure, settings, and genre conventions in images, sounds and text | Experiment with the organisation of ideas to structure stories through settings, genre conventions and viewpoints, in images, sounds and text | Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text |
|  |  |  |  | Develop mediarepresentations to show familiar or shared social and cultural values and beliefs | Manipulate media representations to identify and examine social and cultural values and beliefs |
| **Media Arts Practices** | | | | | |
| Use media technologies to capture and edit images, sounds and text | Use media technologies to capture and edit images and sounds and text to tell stories | Use media technologies to create time and space through the manipulation of images, sounds and text when telling stories | Develop skills with media technologies to shape space, time, colour, movement and lighting, within images, sounds or text when telling stories | Develop and refine media production skills using the technical and symbolic elements of images, sounds and text to represent a specific story, purpose and meaning | Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style |
|  |  |  |  | Plan, structure and design media artworks for a range of purposes that engage audiences using media elements, technologies and production processes | Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes |
| **Present and Perform** | | | | | |
| Present media artworks that communicate ideas | Create and present media artworks that communicate ideas and stories to an audience | Plan, create and present media artworks for specific purposes with awareness of responsible media practice | Plan, produce and present media artworks for specific audiences and purposes using responsible media practice | Present media artworks within different community and institutional contexts for different audiences, with consideration of ethical and regulatory issues | Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues |

| Foundation Level | Levels 1 and 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| --- | --- | --- | --- | --- | --- |
| **Respond and Interpret** | | | | | |
| Respond to media artworks by describing ideas, characters, settings and stories | Respond to media artworks and consider where and why people in their local area, including Aboriginal and Torres Strait Islander peoples, make media artworks | Identify intended purposes and meanings of media artworks considering who makes media artworks and the characteristics of audiences who view them in different social, historical and cultural contexts, including media artworks of Aboriginal and Torres Strait Islander peoples | Explain how the elements of media arts and story principles communicate meaning and viewpoints by comparing media artworks from different social, cultural and historical contexts, including media artworks of Aboriginal and Torres Strait Islander peoples | Analyse how technical and symbolic elements are used in media artworks to create representations influenced by genre and the values and viewpoints of particular audiences | Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts |
|  |  |  |  | Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, including those of Aboriginal and Torres Strait Islander peoples | Analyse and evaluate a range of media artworks from contemporary and past times, including the media artworks of Aboriginal and Torres Strait Islander peoples, to explore differing viewpoints and enrich their media arts making |
| **Achievement Standard** | | | | | |
| By end of Foundation, students describe the media art works they make and view.  They make and share media artworks representing stories with settings and characters. | By the end of Level 2, students describe the media artworks that they make and view, and describe where and why media artworks are made.  Students use structure, character, intent and setting, media technologies and the elements of media arts to make and share media artworks. | By the end of Level 4, students describe similarities and differences between media artworks they make and view. They discuss how and why they and others use images, sound and text to make and present media artworks. They identify the characteristics of audiences who view media artworks and the social, historical and cultural contexts in which media artworks are viewed.  Students use intent, structure, setting, characters, media elements and media technologies to make and share media artworks that communicate ideas to an audience. | By the end of Level 6, students explain how viewpoints, ideas and stories are shaped and portrayed in media artworks they make, share and view.  Students use materials and media technologies to make media artworks for specific audiences and purposes, using intent, structure, setting and characters to communicate viewpoints and genre conventions. They explain the purposes of media artworks made in different cultures, times and places for different audiences. | By the end of Level 8, students identify and analyse how representations of social values and viewpoints are portrayed in the media artworks they make, distribute and view.  Students use intent, structure, setting, characters and genre conventions to shape technical and symbolic elements for specific purposes and meanings. They evaluate how they and others use these genre conventions and elements to make meaning. They identify and analyse the social and ethical responsibilities of both makers and users of media artworks in social, cultural, historical and institutional contexts.  Students produce representations of social values and viewpoints in media artworks for particular audiences. They use production processes, equipment and technologies to achieve their intentions. | By the end of Level 10, students analyse how values and alternative viewpoints are portrayed in the media artworks they make, interact with and distribute.  Students use intent, structure, setting, characters and genre conventions to evaluate how technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.  Students communicate alternative viewpoints in media artworks for different community and institutional contexts. They apply design, production and distribution processes to the media artworks they make. |

# The Arts - Music

**Rationale**

Music is uniquely an aural art form. The essential nature of music is abstract. Music encompasses existing sounds that are selected and shaped; new sounds created by composers and performers, and the placement of sounds in time and space. Composers, performers and listeners perceive and define these sounds as music.

Music exists distinctively in every culture and is a basic expression of human experience. Students’ active participation in music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding, which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

Music learning combines listening, performing and composing activities. These activities, developed sequentially, enhance students’ capacity to perceive and understand music. As students progress in their study of Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.

**Aims**

The Music curriculum aims to develop students’:

* confidence to be creative, innovative, thoughtful, skilful and informed musicians
* skills to listen, improvise, compose, interpret, perform, and respond with intent and purpose
* aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
* understanding of music as an aural art form, its relationship with other arts forms  and contributions to cultures and societies.

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Explore and Express Ideas** |  |  |  |
| Exposure to sound and silence and ways of using voice, movement and/or instruments | Explore qualities of sounds and pitch and rhythm patterns using voice, movement, body percussion and/or instruments | Explore and imitate sounds and patterns using voice, movement, body percussion and/or instruments | Explore and imitate sounds, pitch and rhythm patterns using, voice, movement, body percussion and/or instruments |
| **Music Practices** |  |  |  |
| Experience the use of voice and/or instruments through chants, songs and rhymes | Use voice and/or instruments to copy a chant, song and/or rhyme | Sing, use body percussion and/or play instruments to practise chants, songs and rhymes | Sing, use body percussion and/or play instruments to improvise patterns and practise chants, songs and rhymes |
| **Present and Perform** |  |  |  |
| Be involved in music performances | Perform music to express a given idea | Perform a short piece of music they have learnt | Perform a piece of music they have learnt or perform a piece of music to communicate an idea |
| **Respond and Interpret** |  |  |  |
| React to music | Respond to own and others’ music | Respond to music and explore why people make and listen to music | Respond to music and describe features they observe, including likes and dislikes |
| **Achievement Standard** |  |  |  |
| By the end of Level A, students improvise and perform music. They explore, as appropriate, the sound and feel of their voices and instruments.  Students react to music they listen to, make and perform. | By the end Level B, students make and perform music using voice and/or instruments.  Students communicate responses to music they listen to, create and perform. | By the end of Level C, students make and perform music.  Students communicate ideas and feelings about aspects of music they create and perform and reasons why people make and listen to music. | By the end of Level D, students compose and perform music to communicate ideas.  Students explore sounds through singing. They demonstrate rhythm skills by listening to and imitating simple musical beat and patterns. They describe the music they like and dislike. |

| Foundation Level | Levels 1 and 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| --- | --- | --- | --- | --- | --- |
| **Explore and Express Ideas** |  |  |  |  |  |
| Explore sound and silence and ways of using their voices, movement and instruments to express ideas | Use imagination and experimentation to explore musical ideas using voice, movement, instruments and body percussion | Use imagination and creativity to explore pitch, rhythm/time and form, dynamics and tempo using voice, movement and instruments | Explore ways of combining the elements of music using listening skills, voice and a range of instruments, objects and electronically generated sounds to create effects | Experiment with elements of music, in isolation and in combination, using listening skills, voice, instruments and technologies to find ways to create and manipulate effects | Improvise and arrange music, using aural awareness and technical skills to manipulate the elements of music to explore options for interpretation and developing music ideas |
|  |  |  |  | Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music | Manipulate combinations of the elements of music in a range of styles, using technology and notation to communicate music ideas and intentions |
| **Music Practices** |  |  |  |  |  |
| Sing and play instruments to create and practise chants, songs and rhymes including those used by cultural groups in the local community | Sing and play instruments to improvise, compose and practise a repertoire of chants, songs and rhymes, including those used by cultural groups in the local community | Use voice and instruments to sing, play and arrange music from different cultures, times and locations, and improvise and compose music in different forms | Develop and practise technical skills and use of expressive elements of music in singing, playing instruments, improvising, arranging and composing | Create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills | Create, practise and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions |
|  |  |  |  | Structure compositions by combining and manipulating the elements of music and using notation | Plan, develop, and notate compositions with an understanding of style and convention |
| **Present and Perform** |  |  |  |  |  |
| Rehearse and perform songs and short instrumental pieces which they have learnt and composed | Rehearse and perform songs and instrumental music they have learnt and composed to communicate ideas to an audience | Rehearse and perform songs and instrumental music they have learnt and composed, shaping elements of music to communicate ideas to an audience | Rehearse and perform songs and music they have learnt, including their own compositions, combining aspects of the elements of music and using performance skills, to communicate ideas and intentions to an audience | Rehearse and perform to audiences in different settings and contexts, a range of music they have learnt or composed, using techniques and expression appropriate to style | Perform music applying techniques and expression to interpret the composer’s use of the elements of music and compositional devices |
| **Respond and Interpret** |  |  |  |  |  |
| Respond to music, expressing what they enjoy and why | Respond to music, communicating their preferences and discussing where and why people in their local area make and perform music, including the music of Aboriginal and Torres Strait Islander Music | Identify features of the music they listen to, compose and perform, and discuss the purposes it was created for including the music of Aboriginal and Torres Strait Islander Peoples, using music terminology | Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations including the music of Aboriginal and Torres Strait Islander Peoples | Analyse composers’ use of the elements of music and stylistic features when listening to and interpreting music | Evaluate a range of performances and compositions to inform and refine their own music making |

| Foundation Level | Levels 1 and 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  | Identify and connect specific features and purposes of music from contemporary and past times including music of Aboriginal and Torres Strait Islander Peoples, to explore viewpoints and enrich their music making | Analyse a range of music from contemporary and past times, including the music of Aboriginal and Torres Strait Islander Peoples to explore differing viewpoints, enrich their music making, and develop understanding of music practice in local, national and international contexts |
| **Achievement Standard** |  |  |  |  |  |
| By the end of Foundation, students sing and play instruments to communicate their experiences and ideas. They explore contrasting sounds and improvise with them. Students match pitch when singing. They understand and respond to the beat and simple rhythm patterns.  Students describe the music to which they listen, identifying what they enjoy and why. | By the end of Level 2 students use imagination, their voices and instruments to improvise, compose, arrange and perform music. They explore and make decisions about ways of organising sounds to communicate ideas. They achieve intended effects and demonstrate accuracy when performing and composing.  They describe ways contrasts and effects can be created in music they listen to, compose and perform and their understanding of the purposes of music in different social and cultural contexts. | By the end of Level 4, students improvise, arrange, compose, and accurately and expressively perform songs and instrumental music to communicate intentions and ideas to audiences. They document their compositions.  Students describe and discuss similarities and differences between music they listen to, compose and perform. They discuss how they and others use the elements of music to communicate ideas and intentions in performance and composition. | By the end of Level 6, students use the elements of music, their voices, instruments and technologies to improvise, arrange, compose and perform music. They sing and play music in different styles and use music terminology, demonstrating listening, technical and expressive skills, performing with accuracy and expression for audiences.  Students explain how the elements of music are used to communicate ideas and purpose in the music they listen to, compose, and perform. They describe how their music making is influenced by music from different cultures, times and locations, using music terminology. | By the end of Level 8, students manipulate the elements of music and stylistic conventions to improvise, compose and perform music. They use evidence from listening and analysis to interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use music terminology and symbols to recognise, describe and notate selected features of music.  Students identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions. They evaluate musical choices they and others have made to communicate ideas and intentions as performers and composers of music from different cultures, times and locations. | By the end of Level 10, students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They demonstrate a developing personal voice and technical control, expression and stylistic understanding. They use general listening and specific aural skills to enhance their performances and use knowledge of the elements of music, style and notation to compose, document and share their music.  Students aurally and visually analyse works and performances of different styles. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions. |

# The Arts - Visual Arts

**Rationale**

Visual Arts includes the fields of art, craft and design. Students create visual art works that communicate, challenge and express their own and others’ ideas. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. They learn about the role of the artist, craftsperson and designer and their contribution to society, and the significance of the creative industries including the roles of critics, curators and commentators. Students learn about the relationships between the viewer and artworks and how artworks can be displayed to enhance meaning for the viewer.

Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to express meanings associated with personal views, intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilising visual techniques, technologies, practices and processes. Learning in the Visual Arts leads students to become increasingly confident and proficient in achieving their personal visual aesthetic, appreciating and valuing that of others.

Visual Arts supports students to view the world through various lenses and contexts. They recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge in order to make critical judgments about their own work and that of others. Learning in the Visual Arts helps students to develop understanding of world cultures and their responsibilities as global citizens.

**Aims**

The Visual Arts curriculum aims to develop students’:

* conceptual and perceptual ideas and expressions through design and inquiry processes
* visual arts techniques, materials, processes and technologies
* critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
* respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople, designers, curators, critics and commentators
* respect for visual arts as social and cultural practices, including industry practices
* confidence, curiosity, imagination and enjoyment and a personal aesthetic through engagement with visual arts making, viewing, discussing, analysing, interpreting and evaluating.

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Explore and Express Ideas** |  |  |  |
| Experience creation of visual artworks | Explore materials to create visual artworks | Explore experiences and observations to create visual artworks | Explore ideas, experiences and observations to create visual artworks |
| **Visual Arts Practices** |  |  |  |
| Exposure to different materials and techniques to make artworks | Experience some materials and techniques to make artworks | Use different materials and techniques to make artworks | Explore different materials and techniques to make artworks |
| **Present and Perform** |  |  |  |
| Experience the display of artworks | Create artworks in response to an idea or observation | Create artworks to communicate ideas or observation | Create and display artworks to communicate an idea, concept or observation |
| **Respond and Interpret** |  |  |  |
| React to visual artworks | Respond to visual artworks | Respond to visual artworks by indicating subject matter | Respond to visual artworks expressing what they like and dislike |
| **Achievement Standard** |  |  |  |
| By the end of Level A, students communicate about artworks they make and view by reacting to sensory elements within artwork.  Students assist in the making of artworks in different forms using different techniques. | By the end of Level B, students indicate what they like about artworks they make and view.  Students make artworks using different techniques and processes and make simple choices on the use of materials. | By the end of Level C, students communicate about artworks they make and view.  Students make artworks in different forms to express their ideas and observations, using different techniques and processes. | By the end of Level D, students describe artworks they make and view.  Students make artworks in different forms to express their ideas, observations and imagination, using different materials, techniques and processes. |

| Foundation Level | Levels 1 and 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| --- | --- | --- | --- | --- | --- |
| **Explore and Express Ideas** | | | | | |
| Explore ideas, experiences, observations and imagination to create visual artworks | Explore ideas, experiences, observations and imagination and express them through subject matter in visual artworks they create | Explore ideas and artworks from different cultures and times as inspiration to create visual artworks | Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs | Explore visual arts practices as inspiration to explore and develop themes, concepts or ideas in artworks | Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art works |
|  |  |  |  | Explore how artists use materials, techniques, technologies and processes to realise their intentions in art works | Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works |
| **Visual Arts Practices** | | | | | |
| Experiment with different materials and techniques to make artworks | Experiment different materials, techniques and processes to make artworks in a range of art forms | Explore visual conventions and use materials, techniques, technologies and processes specific to particular art forms, and to make artworks | Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks | Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks | Select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes |
|  |  |  |  | Develop skills in planning and designing art works and documenting artistic practice | Conceptualise, plan and design art works that express ideas, concepts and artistic intentions |
| **Present and Perform** | | | | | |
| Create and display artworks | Create and display artworks to express ideas to an audience | Explore different ways of displaying artworks to enhance their meaning for an audience | Create and display art work considering how ideas can be expressed to an audience | Create and display artworks, describing how ideas are expressed to an audience | Create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience |
| **Respond and Interpret** | | | | | |
| Respond to visual artworks and consider where and why people make visual artworks | Respond to visual artworks, including artworks by local Aboriginal and Torres Strait Islander peoples, by describing subject matter and ideas | Identify and discuss how ideas are expressed in artworks from a range of places, times and cultures, including artworks by Aboriginal and Torres Strait Islander peoples | Identify and describe how ideas are expressed in artworks by comparing artworks from different contemporary, historical and cultural contexts, including artworks by Aboriginal and Torres Strait Islander peoples | Analyse how ideas and viewpoints are expressed in art works and how they are viewed by audiences | Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences |
|  |  |  |  | Identify and connect specific features of visual artworks from different cultures, historical and contemporary times, including artworks by Aboriginal and Torres Strait Islander peoples | Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts, including artworks by Aboriginal and Torres Strait Islander peoples to explore differing viewpoints |

| Foundation Level | Levels 1 and 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| --- | --- | --- | --- | --- | --- |
| **Achievement Standard** |  |  |  | | |
| By the end of Foundation, students make artworks using different materials and techniques that express their ideas, observations and imagination.  Students identify and describe the subject matter and ideas in artworks they make and view. | By the end of Level 2, students make artworks using different materials, techniques and processes to express their ideas, observations and imagination.  Students describe artworks they make and view, including where and why artworks are made and viewed. | By the end of Level 4, students plan and make artworks that are inspired by artworks they experience. They use materials, visual conventions, techniques and processes to express their ideas in artworks.  Students discuss how artists express ideas and use materials, techniques and visual conventions in artworks from a range of places, times and cultures.  They discuss and evaluate the art making processes, materials and techniques they use to express their ideas. | By the end of Level 6, students explain how ideas are expressed in artworks they make and view. They demonstrate the use of different techniques and processes in planning and making artworks .They use visual conventions and visual arts practices to express ideas, themes and concepts in their artworks.  Students describe the influences of artworks and practices places on their art making. They describe how artworks that they make and view can be displayed to express and enhance meaning.  Students describe and identify how ideas are expressed in artworks from different contemporary, historical and cultural contexts. | By the end of Level 8, students identify, analyse and evaluate how other artists use materials, techniques, technologies, processes and visual conventions to express ideas and convey meaning.  Students plan and make their art works in response to exploration of techniques, technologies and processes used in the work of other artists. They demonstrate the use of materials, techniques, processes, visual conventions and technologies to express ideas and convey meaning in their artworks.  Students identify and describe artworks and exhibitions from different cultures, times and places and how ideas are interpreted by audiences. | By the end of Level 10, students analyse and evaluate how artists communicate ideas and convey meaning in artworks.  Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks.  Students analyse and evaluate artworks and exhibitions from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences. |

# The Arts - Visual Communication Design

**Rationale**

Visual Communication Design conveys ideas and information to an audience through visual language. In Visual Communication Design students develop conceptual and aesthetic understandings about design solutions in the world around them. The ideation and visualisation of ideas and observational drawing are the basis for researching and developing visual communication designs. Design thinking which involves the application of creative, critical and reflective techniques, is fundamental to learning in Visual Communication Design. Students learn about design, and the role of the visual communication designer and their contribution to society.

Visual Communication Design allows students to investigate the world through the practices of designers. Students explore the significance of visual communication design in different times, places and cultures. They build an understanding of the important role of visual communication design in contemporary society and apply this knowledge in their own visual communications.

In Visual Communication Design students use visual communication design knowledge, understanding and skills to communicate ideas and information with a specific purpose. They use visual communication practices and technologies to generate ideas, and develop and refine visual communications. Students develop an appreciation of the means by which others visually communicate ideas and information.

**Aims**

The Visual Communication Design curriculum aims to develop students’:

* confidence, curiosity, imagination and enjoyment through an engagement with visual communication design practices
* creative and innovative ways to communicate ideas and information
* aesthetic knowledge, including the application of design elements and principles, as they explore visual communications
* visual communication design practices, processes and technologies
* creative, critical and reflective thinking, using visual design thinking skills
* respect for and acknowledgement of the diverse roles and practices of designers, and the cultural context of visual communication design.

| Levels 7 and 8 | Levels 9 and 10 |
| --- | --- |
| **Explore and Represent Ideas** |  |
| Explore and apply methods, materials, media, design elements and design principles to create and present visual communications | Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience |
|  | Generate, develop and refine visual communication presentations in response to the brief |
| **Visual Communication Design Practices** |  |
| Use manual and digital drawing methods and conventions to create a range of visual communications | Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design |
| **Present and Perform** |  |
| Develop and present visual communications for different purposes, audiences and in response to specific needs | Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief |
| **Respond and Interpret** |  |
| Identify and describe the purpose, intended audience and context in a range of visual communications from different historical, social and cultural contexts | Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts |
| Identify and describe the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts | Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts, including presentations by Aboriginal and Torres Strait Islander peoples |
| **Achievement Standard** |  |
| By the end of Level 8, students identify and describe how designers use visual communication practices to respond to briefs in different historical, social and cultural contexts. They apply this knowledge in the development of their own visual communication practices.  Students select and use appropriate drawing conventions, methods, materials, media, design elements and design principles to create effective visual communications.  Students evaluate how they and others are affected and influenced by visual communications from different cultures, times and places. They identify and describe practices of visual communication designers in visual communications from different cultures, times and places. | By the end of Level 10 students analyse and evaluate the visual communications they make and view, and how visual communications from different historical, social and cultural contexts communicate ideas and information.  Within visual communication fields, students develop briefs and visualise, generate and develop ideas in response to audience needs. They evaluate, reflect on, refine and justify their decisions and aesthetic choices.  Students demonstrate their use of visual communication design skills, techniques, conventions and processes in a range of design fields. They manipulate design elements and design principles, materials, methods, media and technologies to realise their concepts and ideas for specific purposes, audiences and needs. |

# Critical and Creative Thinking

**Rationale**

Responding effectively to environmental, social and economic challenges requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully. Explicit attention to and application of thinking skills enables students to develop an increasingly sophisticated understanding of the processes they can employ whenever they encounter both the familiar and unfamiliar, to break ineffective habits and build on successful ones, building a capacity to manage their thinking.

Thinking that is productive, purposeful and intentional is at the centre of effective learning and the creation of new knowledge, with the progressive development of knowledge about thinking and the practice of using thinking strategies fostering students’ motivation for, and management of, their own learning.

Critical and creative thinking are strongly linked. Students require explicit support to develop the breadth and depth of their thinking and to take intellectual risks. This attention to thinking helps students to build self-awareness and their capacities for reflection. Developing critical and creative thinking capability is an essential element of developing successful, confident and innovative members of the community.

**Aims**

Critical and creative thinking capability aims to ensure that students develop:

* understanding of thinking processes and an ability to manage and apply these intentionally
* skills and learning dispositions that support logical, strategic, flexible and adventurous thinking
* confidence in evaluating thinking and thinking processes across a range of familiar and unfamiliar con

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Questions and Possibilities** |  |  |  |
| Exposed to the concept of posing questions | Explore questions about the world around them | Explore and answer who, what and where questions | Pose questions to gather information |
| React to the world around them | Use past experience to inform choice making and responses | Explore how past experience influences thinking and reactions to situations | Investigate how past experience influences thinking and reactions to situations and problems |
| Experience the generating of ideas and routine solutions | Generate ideas and solutions about everyday objects and experience | Explore and investigate ideas and solutions | Generate different ideas and possibilities |
| **Reasoning** |  |  |  |
| Exposed to the application of reasoning and conclusions | Experience reasoning and conclusions | Create conclusions based on exploration | Explore reasons and conclusions through investigation |
| Encounter information and ideas through everyday experiences, problems and exploration | Experience information and ideas by participating in routine experiences | Apply reasoning to routine tasks and identify their feelings about their work, action or the consequences of a choice | Identify own reasoning and explore ideas, information and options with others |
| Exposure to meaning through practical application and everyday experiences | Make connections about objects and their purpose and application | Express preferences drawing on past experiences and everyday examples | Use examples and past experience to illustrate understanding and point of view |
| **Meta-Cognition** |  |  |  |
| Experience the world and react using emotions | Use thinking to identify and express basic needs and linking objects to a label and purpose | Express their thinking by reflecting on what they know and communicating their emotions | Experience ways to express their thinking, including expression of ideas and feelings about learning |
| Experience the implementation of learning strategies and use of repetition in their learning experiences | Experience the learning strategies of visualisation and repetition | Use some learning strategies to demonstrate their learning and thinking | Explore learning strategies required to address everyday problems and situations |
| Experience various problem solving approaches | Encounter everyday problems and learn how to solve them | Investigate everyday problems and exploring possible solutions and their outcomes | Investigate problems and begin to identify different prospects and possible solutions |
| **Achievement Standard** |  |  |  |
| By the end of Level A, students react to significant changes in their environment. Students generate ideas by using their senses to explore the characteristics of everyday objects and make choices between objects.  Students begin to identify their personal preference and make choices about what they would like and dislike.  Students are exposed to everyday problems and communicate their thinking through emotion responses. They experience the learning strategy of repetition and beginning to react in everyday routine activities. Students communicate when faced with a problem. | By the end of Level B, students use their senses and cause and effect to explore and understand the world around them. Students generate ideas based on their experiences and make choices in structured situations.  Students begin to become aware of their own point of view through their emotions. Students answer ‘yes’ and ‘no’ questions which assist them to reflect on their learning and choice making.  Students use learning strategies including repetition to participate in everyday routines and events. They use cause and effect to understand the world around them and solve problems. | By the end of level C, students answer simple questions about familiar events and topics. They identify a familiar idea or experience with support and make choices from a range of options.  Students can identify their own point of view. They use personal experience and examples to explain reasons. They connect present and past experience with support.  Students predict what will happen next in a familiar routine. They practice some learning strategies including following a visual schedule. Students demonstrate some problem-solving approaches when faced with common everyday issues. | By the end of Level D, students answer simple questions related to their own investigation, their feelings or a concept. They identify and describe an event or scientific experiment. They generate ideas based on past experience and make choices based on their personal preferences.  Students can identify some components of a point of view. They draw on previous experience to assist with their ideas, reasoning and when drawing a conclusion.  Students actively participate in structured thinking activities. They practice some learning strategies to assist them to organise and demonstrate their ideas. Students participate in problem solving activities and can articulate some possible solutions and their outcome in structured practical situations. |

| Foundation to Level 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| --- | --- | --- | --- | --- |
| **Questions and Possibilities** |  |  |  |  |
| Identify, describe and use different kinds of question stems to gather information and ideas | Construct and use open and closed questions for different purposes | Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities | Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements | Investigate the characteristics of effective questions in different contexts to examine information and test possibilities |
| Consider personal reactions to situations or problems and how these reactions may influence thinking | Explore reactions to a given situation or problem and consider the effect of pre-established preferences | Experiment with alternative ideas and actions by setting preconceptions to one side | Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives | Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions |
| Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities | Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas | Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities | Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts | Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions |
| **Reasoning** |  |  |  |  |
| Examine words that show reasons and words that show conclusions | Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view | Investigate common reasoning errors including contradiction and inconsistency, and the influence of context | Examine common reasoning errors including circular arguments and cause and effect fallacies | Examine a range of rhetorical devices and reasoning errors, including false dichotomies and begging the question |
| Compare and contrast information and ideas in own and others reasoning | Distinguish between main and peripheral ideas in own and others information and points of view | Consider the importance of giving reasons and evidence and how the strength of these can be evaluated | Investigate the difference between a description, an explanation and a correlation and scepticism about cause and effect | Examine how to identify and analyse suppressed premises and assumptions |
| Consider how reasons and examples are used to support a point of view and illustrate meaning | Investigate why and when the consequences of a point of view should be considered | Consider when analogies might be used in expressing a point of view and how they should be expressed and evaluated | Investigate when counter examples might be used in expressing a point of view | Investigate the nature and use of counter examples structured as arguments |
|  | Identify and use ‘If, then…’ and ‘what if…’ reasoning | Examine the difference between valid and sound arguments and between inductive and deductive reasoning, and their degrees of certainty | Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions | Consider ambiguity and equivocation and how they affect the strength of arguments |
|  | Explore distinctions when organising and sorting information and ideas from a range of sources | Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas | Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas | Investigate use of additional or refined criteria when application of original criteria does not produce a clear conclusion |

| Foundation to Level 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| --- | --- | --- | --- | --- |
| **Meta-Cognition** |  |  |  |  |
| Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self | Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies | Investigate thinking processes using visual models and language strategies | Consider a range of strategies to represent ideas and explain and justify thinking processes to others | Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases |
| Explore some learning strategies, including planning, repetition, rewording, memorisation, and use of mnemonics | Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal | Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations | Examine a range of learning strategies and how to select strategies that best meet the requirements of a task | Investigate how the use of a range of learning strategies can be monitored, evaluated and re-directed as necessary |
| Investigate ways to problem-solve, using egocentric and experiential language | Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses | Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals | Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals | Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability |
| **Achievement Standard** |  |  |  |  |
| By the end of Level 2, students use and give examples of different kinds of questions. Students generate ideas that are new to them and make choices after considering personal preferences.  Students identify words that indicate components of a point of view. They use reasons and examples for different purposes.  Students express and describe thinking activity. They practice some learning strategies. Students demonstrate and articulate some problem-solving approaches. | By the end of Level 4, students explain how to construct open and closed questions and use them for different purposes. Students select and apply techniques to generate a range of ideas that extend how problems are solved.  Students describe and structure arguments with clearly identified aims, premises and conclusions. They use and explain a range of strategies to develop their arguments. They identify the need to make distinctions and apply strategies to make these.  Students use concrete and pictorial models to facilitate thinking, including a range of visualisation strategies. They practice and apply an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation. Students select and apply a range of problem-solving strategies. | By the end of Level 6, students apply questioning as a tool to focus or expand thinking. They use appropriate techniques to copy, borrow and compare aspects of existing solutions in order to identify relationships and apply these to new situations.  Students distinguish between valid and sound arguments and between deductive and inductive reasoning. They explain how reasons and evidence can be evaluated. They explain and apply basic techniques to construct valid arguments and test the strength of arguments.  Students represent thinking processes using visual models and language. They practice and apply learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information. Students disaggregate ideas and problems into smaller elements or ideas, develop criteria to assess and test thinking, and identify and seek out new relevant information as required. | By the end of Level 8, students prioritise the elements of a question and justify their selection. Students demonstrate flexibility in thinking by using a range of techniques in order to repurpose existing ideas or solutions to meet needs in new contexts.  Students explain different ways to settle matters of fact and matters of value and issues concerned with these. They explain and apply a range of techniques to test the strength of arguments.  Students use a range of strategies to represent ideas and explain and justify thinking processes to others. They evaluate the effectiveness of a range of learning strategies and select strategies that best meet the requirements of a task. Students independently segment problems into discrete stages, synthesise new knowledge at intermediate stages during problem-solving and develop and apply criteria to assess ideas, proposals and emerging thinking. | By the end of Level 10, students construct and evaluate questions, including their own, for their effectiveness. They demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions.  Students structure complex valid arguments. They explain and apply a range of techniques to test validity within and between arguments.  Students identify, articulate, analyse and reflect on their own and others thinking processes. They use, monitor, evaluate and redirect as necessary a range of learning strategies. Students develop, justify and refine criteria to evaluate the quality of ideas, proposals and thinking processes. |

# Ethical Capability

**Rationale**

The Ethical Capability curriculum explores what it means for both an individual and society to live well. Students examine what we ought to do, how we ought to live, what kind of society we should have and what kind of person one should be. These questions concern individuals alone and relationships between people, and between people and environmental, social and economic systems. They involve contested and complex concepts.

This exploration strengthens students’ capacity to make decisions informed by an understanding of the values, principles, concepts and ideas that underpin different assumptions, and an ability to analyse and evaluate these.

Building capability in ethical understanding supports the development of informed citizenship at local, regional and global levels.

**Aims**

The Ethical Capability curriculum aims to develop knowledge, understandings and skills to enable students to:

* Analyse and evaluate ethical issues, recognising areas of contestability
* Identify the bases of ethical principles and ethical reasoning
* Engage with the challenges of managing ethical decision making and action for individuals and groups
* Cultivate open-mindedness and reasonableness.

| Foundation to Level 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| --- | --- | --- | --- | --- |
| **Understanding Concepts** |  |  |  |  |
| Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts | Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations | Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued | Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities, and the extent they are and should be valued by different individuals and groups | Investigate the connections and distinctions between and the relative value of concepts including fairness and equality, and respect and tolerance |
|  | Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why | Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles | Investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought | Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles, considering the influence of cultural norms, religion, world views and philosophical thought |
|  | Discuss the ways to identify ethical considerations in a range of problems | Examine how problems may contain more than one ethical issue | Investigate criteria for determining the relative importance of matters of ethical concern | Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues |
| **Decision Making and Actions** |  |  |  |  |
| Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so | Explore how apparently wrong actions can sometimes lead to good outcomes and the reverse | Explore the significance of ‘means versus ends’ by considering two ways to act when presented with a problem: one that privileges means and one ends | Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action | Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches |
| Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved | Discuss the role of personal values and dispositions in ethical decision-making and actions | Discuss the role and significance of conscience and reasoning in ethical decision-making | Discuss the role of context and experience in ethical decision-making and actions | Investigate how different factors involved in ethical decision-making can be managed by people and groups |
| **Achievement Standard** |  |  |  |  |
| By the end of Level 2, students identify and describe ethical concepts using illustrative examples from familiar situations and a basic vocabulary about ethical problems and their outcomes.  Students identify and explain acts and situations that have ethical dimensions, using illustrative examples. They explain that personal feelings may influence the way people behave in situations where ethical issues are involved. | By the end of Level 4, students use concrete examples from a range of contexts to explain the contested meaning of concepts and significance of acts. They explain how to identify ethical considerations in problems.  Students use examples to evaluate ethical actions in relation to their outcomes. They explain the role of personal values and dispositions in ethical decision-making and actions, recognising areas of contestability. | By the end of Level 6, students evaluate the meaning of ethical concepts and analyse their value, identifying areas of contestability. They explain different ways to respond to ethical problems and identify issues related to these.  Students identify different ethical issues associated with a particular problem. They identify the basis of a range of ethical principles and explain the role and significance of conscience and reasoning in ethical decision-making. | By the end of Level 8, students explain different ways ethical concepts are represented and analyse their value to society, identifying areas of contestability. They articulate how criteria can be applied to determine the importance of ethical concerns.  Students analyse the differences in principles between people and groups. They explain different views on the extent of ethical obligation and analyse their implications for the consequences of and duties involved in ethical decision-making and action. They analyse the role of context and experience in ethical decision-making and action. | By the end of Level 10, students explain connections and distinctions between ethical concepts, identifying areas of contestability in their meanings and relative value.  Students analyse and evaluate contested approaches to thinking about consequences and duties in relation to ethical issues. They examine complex issues, identify the ethical dimensions and analyse commonality and difference between different positions. They explain how different factors involved in ethical decision-making can be managed. |

# Health and Physical Education

**Rationale**

Health and Physical Education focuses on students enhancing their own and others’ health, safety, wellbeing and physical activity participation in varied and changing contexts. Research in fields such as sociology, physiology, nutrition, biomechanics and psychology informs what we understand about healthy, safe and active choices. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others’ health, safety and wellbeing. They also learn to use resources for the benefit of themselves and for the communities with which they identify and to which they belong.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally.

Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills. The Health and Physical Education curriculum addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others’ health and wellbeing.

Healthy, active living  includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

Therefore, given these aspirations, Health and Physical Education has been shaped by five interrelated propositions that are informed by a strong and diverse research base for a futures-oriented curriculum:

**Focus on educative purposes**

Although the curriculum may contribute to a range of goals that sit beyond its educative purposes, the priority for the Health and Physical Education curriculum is to provide ongoing, developmentally appropriate and explicit learning about health and movement. The prime responsibility of the Health and Physical Education curriculum is to describe the progression and development of the disciplinary knowledge, understanding and skills underpinning Health and Physical Education and how students will make meaning of and apply them in contemporary health and movement contexts. The Health and Physical Education curriculum draws on its multidisciplinary evidence base to ensure that students are provided with learning opportunities to practise, create, apply and evaluate the knowledge, understanding and skills of the learning area.

**Take a strengths-based approach**

The Health and Physical Education curriculum is informed by a strengths-based approach. Rather than focusing only on potential health risks or a deficit-based model of health, the curriculum has a stronger focus on supporting students to develop the knowledge, understanding and skills they require to make healthy, safe and active choices that will enhance their own and others’ health and wellbeing.

This approach affirms that all students and their communities have particular strengths and resources that can be nurtured to improve their own and others' health, wellbeing, movement competence and participation in physical activity. The curriculum recognises that students have varying levels of access to personal and community resources depending on a variety of contextual factors that will impact on their decisions and behaviours.

**Value movement**

Health and Physical Education is the key learning area in the curriculum that focuses explicitly on developing movement skills and concepts students require to participate in physical activities with competence and confidence. The knowledge, understanding, skills and dispositions students develop through movement in Health and Physical Education encourage ongoing participation across their lifespan and in turn lead to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined and valued.

Health and Physical Education promotes an appreciation of how movement in all its forms is central to daily life — from meeting functional requirements and providing opportunities for active living to acknowledging participation in physical activity and sport as significant cultural and social practices. The study of movement has a broad and established scientific, social, cultural and historical knowledge base, informing our understanding of how and why we move and how we can improve physical performance. The study of movement also provides challenges and opportunities for students to enhance a range of personal and social skills and behaviours that contribute to health and wellbeing.

**Develop health literacy**

Health literacy can be understood as an individual’s ability to gain access to, understand and use health information and services in ways that promote and maintain health and wellbeing. The Health and Physical Education curriculum focuses on developing knowledge, understanding and skills related to the three dimensions of health literacy:

* functional dimension — including researching and applying information relating to knowledge and services in order to respond to a health-related question
* interactive dimension — including more advanced knowledge, understanding and skills to actively and independently engage with a health issue and to apply new information to changing circumstances
* critical dimension — including accessing and critically analysing health information from a variety of sources which might include scientific information, health brochures or messages in the media, in order to take action to promote personal health and wellbeing or that of others.

Consistent with a strengths-based approach, health literacy is a personal and community asset to be developed, evaluated, enriched and communicated.

**Include a critical inquiry approach**

The Health and Physical Education curriculum engages students in critical inquiry processes that assist students to research, analyse, apply and appraise knowledge in health and movement fields. In doing so, students will critically analyse and critically evaluate contextual factors that influence decision making, behaviours and actions, and explore inclusiveness, power inequalities, taken-for-granted assumptions, diversity and social justice.

The Health and Physical Education curriculum recognises that values, behaviours, priorities and actions related to health and physical activity reflect varying contextual factors which influence the ways people live. The curriculum develops an understanding that the meanings and interests individuals and social groups have in relation to health practices and physical activity participation are diverse and therefore require different approaches and strategies.

**Aims**

Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

* access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others’ health, wellbeing, safety and physical activity participation across their lifespan
* develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
* acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
* engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
* analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Personal, Social and Community Health** |  |  |  |
| **Being, healthy, safe and active** |  |  |  |
| Identify self (self-awareness) | Identify what they like and dislike | Identify their personal characteristics | Identify what they can do |
| React as body parts are moved and named | Identify some major body parts | Identify major body parts and stages of life | Identify the major parts of the body by their names and sequence images of major stages of life |
| React to significant people | Identify significant people and communicate when they feel safe/unsafe | Identify and name members of immediate family and demonstrate safety awareness, respond to safety instructions and identify safe and unsafe places and items in the environment | Demonstrate an understanding of different kinds of relationships and identify some private places and safe and unsafe places or situations |
| **Communicating and interacting for health and wellbeing** |  |  |  |
| React to people and sensory experiences | Practise basic skills of personal care and communicate basic needs, likes and dislikes and experience the social skills of turn taking and sharing | Practise personal hygiene, independence skills and social skills including taking turns | Practise personal skills of self-care, hygiene and independence and practise social skills to interact with others |
| Use facial expressions to indicate an emotion and demonstrate preference | Express their feelings, needs, likes and dislikes | Explore their feelings and practice expressing their, needs, likes and dislikes using simple communication tools | Identify emotional responses and describe their feelings using pictures and/or words |
| **Contributing to healthy and active communities** |  |  |  |
| Experience health and safety actions | Participate in a variety of health, safety and wellbeing actions | Practise a variety of health, safety and wellbeing actions | Explore what actions promote health, safety and wellbeing |
| Experience play activities | Engage in structured play activities | Participate in structured play in various settings | Explore play in outdoor settings and the natural environment |
| **Movement and Physical Activity** |  |  |  |
| **Moving the body** |  |  |  |
| Experience their body being moved through a variety of positions and locations | Practise basic gross motor movements | Practise simple whole-body movements and gross motor movement patterns | Practise simple gross motor and fine motor skills in a range of environments showing increasing control |
| Experience a variety of physical and structured leisure activities | Engage in a variety of physical activities and explore basic play equipment | Participate in a variety of physical education experiences and games with simple rules with equipment in a range of environments | Participate in simple games with support and begin to anticipate the next step in familiar physical routines |
| **Understanding movement** |  |  |  |
| Experience regular physical activities and begin to develop an awareness of how different parts of the body move | Engage in regular physical activities and explore the development of their ability | Engage in regular physical activities and explore the development of their ability and health | Explore how regular physical activity keeps them healthy and well |
| Experience their body moving in relation to effort, space, objects and people | Explore the space around them and learn to move in relation to effort, space and objects | Identify how their body moves and relate to space and objects | Identify their pathway through a space and use vocabulary associated with movement to describe how their body moves in relation to space, objects and people |

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Learning through movement** |  |  |  |
| Cooperate when experiencing physical activities and movement | Cooperate with an adult to use equipment during physical activity | Take turns with a partner or in small groups when participating in physical activities | Cooperate with others and demonstrate characteristics of a good sport when participating in physical activities |
| Experience body movement and demonstrate some basic movements | Use trial and error to develop balance, independent moving across surfaces and manipulation skills | Test possible solutions to movement challenges through trial and error to maintain balance and coordination as they move over and through a range of surfaces and grasp and manipulate objects | Test possible solutions to movement challenges by negotiating the space around them and manipulate objects |
| Engage in physical activities | Follow basic single word instructions when participating in structured physical activities | Follow simple movement instructions and safety rules when participating in structured physical activities | Follow basic safety directions, and familiar game rules when participating in physical activities |
| **Achievement Standard** |  |  |  |
| By the end of Level A, students recognise themselves. They demonstrate different emotions people experience. They participate in actions that help them to be healthy, safe and physically active. They experience different settings where they can be active. Students show general awareness of body position and own body when moved by others.  Students develop personal and social skills in a range of activities. Students begin to demonstrate an awareness and recognition of familiar people and routine activities. They demonstrate attachments and trust with familiar adults. They demonstrate, with assistance, safe and healthy behaviour in routine personal care activities. They coactively perform fundamental movement skills and explore basic movement challenges. | By the end of Level B, students recognise themselves in mirror and photographs and explore the personal characteristics and capabilities they possess. Students express their feelings, needs, likes and dislikes through gesture and ‘yes’ and ‘no’ responses. Students recognise actions that help them be healthy, safe and physically active. They can identify places where they play and participate in physical activity from an option of two images.  Students use personal and social skills to assist them to participate in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep them safe and healthy in a variety of different regular activities. They intentionally perform some basic gross motor movement skills and use trial and error to solve basic movement challenges. | By the end of Level C, students recognise key stages of life, how they have grown and changed. They identify some obvious emotions and their cause. They experience and become more independent with actions that help them be healthy, safe and physically active.  They identify some different settings where they can be active by matching an activity to a location. They perform basic gross motor movement patterns and maintain balance and coordination as they move over and through a range of surfaces and use a range of equipment.  Students use personal and social skills to include others in a range of activities. Students actively participate in personal care routines and attempt some basic tasks independently. They demonstrate protective behaviours to keep them safe and healthy in different activities. Students alter their behaviour in the presence of familiar persons and demonstrate personal preference by changing, and accepting and rejecting things. They indicate the cause of a current feeling and demonstrate some acceptable ways of behaving. They identify when someone is upset or needs help. They perform fundamental movement skills and solve movement challenges in the playground and in gym sessions. | By the end of Level D, students recognise changes to their body over the year. They identify and describe basic emotions people experience and what makes them feel this way.  They recognise some routine actions they do to help them to be healthy, safe and physically active. They identify different settings where they can be active and ways they move and play safely. They reflect upon how their body responds to movement.  Students make use of personal and social skills in a range of activities to be healthy and work with others. In structured situations they demonstrate practices and protective behaviours to keep themselves safe and healthy in everyday events and different routine activities. They perform fundamental movement skills involving simple gross motor movements and solve basic movement challenges. |

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| Foundation Level | Levels 1 and 2 | Levels 3 and 4 |
| **Personal, Social and Community Health** |  |  |
| **Being healthy, safe and active** | | |
| Identify personal strengths | Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities | Examine how success, challenge and failure strengthen personal identities |
| Name parts of the body and describe how their body is growing and changing | Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these | Explore strategies to manage physical, social and emotional change |
| Identify people and actions that help keep themselves safe and healthy | Practise strategies they can use when they need help with a task, problem or situation at home and/or at school | Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe |
|  | Recognise situations and opportunities to promote their own health, safety and wellbeing | Identify and practise strategies to promote health, safety and wellbeing |
| **Communicating and interacting for health and wellbeing** | | |
| Practise personal and social skills to interact with others | Describe ways to include others to make them feel that they belong | Describe factors that can positively influence relationships and personal wellbeing |
| Identify and describe emotional responses people may experience in different situations | Identify and practise emotional responses that account for own and others’ feelings | Investigate how emotional responses vary in family situations and in friendship groups |
|  | Examine health messages and how they relate to health decisions and behaviours | Discuss and interpret health information and messages in the media |
| **Contributing to healthy and active communities** | | |
| Identify actions that promote health, safety and wellbeing | Explore actions that help make the classroom a healthy, safe and active place | Describe strategies to make the classroom and playground healthy, safe and active spaces |
| Participate in play that promotes engagement with outdoor settings including aquatic and the natural environment | Identify and explore natural and built environments in the local community where physical activity can take place | Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing |
| **Movement and Physical Activity** |  |  |
| **Moving the body** |  |  |
| Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings | Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings | Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings |
| Participate in games with and without equipment | Construct and perform imaginative and original movement sequences in response to stimuli | Perform movement sequences which link fundamental movement skills |
|  | Create and participate in games | Practise and apply movement concepts and strategies |
| **Understanding movement** |  |  |
| Explore how regular physical activity keeps individuals healthy and well | Discuss the body’s reactions to participating in physical activities | Examine the benefits of physical activity and physical fitness to health and wellbeing |
| Identify and describe how their body moves in relation to effort, space, time, objects and people | Incorporate elements of effort, space, time, objects and people in performing simple movement sequences | Combine the elements of effort, space, time, objects and people when performing movement sequences |
| **Learning through movement** |  |  |
| Cooperate with others when participating in physical activities | Use strategies to work in group situations when participating in physical activities | Adopt inclusive practices when participating in physical activities |
| Use trial and error to test solutions to movement challenges | Propose a range of alternatives and test their effectiveness when solving movement challenges | Apply innovative and creative thinking in solving movement challenges |
| Follow rules when participating in physical activities | Identify rules and fair play when creating and participating in physical activities | Apply basic rules and scoring systems, and demonstrate fair play when participating |

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| Foundation Level | Levels 1 and 2 | Levels 3 and 4 |
| **Achievement Standard** |  |  |
| By the end of Foundation Level, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement.  Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices to keep themselves safe and healthy in different situations and activities. They perform fundamental movement skills and solve movement challenges. | By the end of Level 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They understand how emotional responses impact on others’ feelings. They examine messages related to health decisions and describe how to help keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.  Students demonstrate positive ways to interact with others. They select strategies at home and/or school to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. | By the end of Level 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations including in physical activities. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and how these can promote health and wellbeing.  Students apply strategies for working cooperatively and apply rules fairly. They select and demonstrate strategies that help them stay safe, healthy and active at home, at school and in the community. They refine fundamental movement skills and apply movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement. |

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| Level 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| **Personal, Social and Community Health** |  |  |
| **Being healthy, safe and active** |  |  |
| Explore how identities are influenced by people and places | Investigate the impact of transition and change on identities | Evaluate factors that shape identities, and analyse how individuals impact the identities of others |
| Investigate resources to manage changes and transitions associated with puberty | Evaluate strategies to manage personal, physical and social changes that occur as they grow older | Examine the impact of changes and transitions on relationships |
| Investigate community resources and strategies to seek help about health, safety and wellbeing | Examine barriers to seeking support and evaluate strategies to overcome these | Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at risk |
| Plan and practise strategies to promote health, safety and wellbeing | Investigate and select strategies to promote health, safety and wellbeing | Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices |
| **Communicating and interacting for health and wellbeing** |  |  |
| Practise skills to establish and manage relationships | Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing | Investigate how empathy and ethical decision-making contribute to respectful relationships |
| Examine the influence of emotional responses on behaviour, relationships and health and wellbeing | Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity | Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing |
| Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours | Develop skills to evaluate health information and express health concerns | Evaluate health information from a range of sources and apply to health decisions and situations |
| **Contributing to healthy and active communities** |  |  |
| Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities | Plan and use health strategies and resources to enhance the health, safety and wellbeing of their communities | Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities |
| Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment | Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities | Plan and evaluate new and creative interventions that promote their own and others’ connection to community and natural and built environments |
| Investigate how celebrating similarities and differences can strengthen communities | Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity | Critique behaviours and contextual factors that influence the health and wellbeing of their communities |
| **Movement and Physical Activity** |  |  |
| **Moving the body** |  |  |
| Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings | Use feedback to improve body control and coordination when performing specialised movement skills | Perform and refine specialised movement skills in challenging movement situations |
| Design and perform a variety of movement sequences | Compose and perform movement sequences for specific purposes in a variety of contexts | Evaluate own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations |
| Propose and apply movement concepts and strategies | Practise, apply and transfer movement concepts and strategies | Develop, implement and evaluate movement concepts and strategies for successful outcomes |

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| Level 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| **Understanding movement** |  |  |
| Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing | Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans | Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels |
| Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences | Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance | Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences |
|  | Participate in and investigate the cultural and historical significance of a range of physical activities | Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time |
| **Learning through movement** |  |  |
| Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities | Practise and apply personal and social skills when undertaking a range of roles in physical activities | Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams |
| Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges | Evaluate and justify reasons for decisions and choices of action when solving movement challenges | Transfer understanding from previous movement experiences to create solutions to movement challenges |
| Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities | Modify rules and scoring systems to allow for fair play, safety and inclusive participation | Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities |
| **Achievement Standard** | | |
| By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.  Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others’ health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences. | By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others’ health, safety and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.  Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. They justify actions that promote their own and others’ health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences. | By the end of Level 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.  Students identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast a range of actions that could be undertaken to enhance their own and others’ health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges. |

# The Humanities - Civics and Citizenship

**Rationale**

Civics and Citizenship is essential in enabling students to become active and informed citizens who participate in and sustain Australia’s democracy. Through the study of Civics and Citizenship, students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. They gain the knowledge and skills necessary to question, understand and contribute to the world in which they live.

The Civics and Citizenship curriculum recognises that Australia is a secular democratic nation with a multicultural and multi-faith society, and promotes the development of inclusivity by developing students’ understanding of broader values such as respect, civility, equity, justice and responsibility. It acknowledges the experiences and contributions of Aboriginal and Torres Strait Islander peoples and their identities within contemporary Australia. While the curriculum strongly focuses on the Australian context, students also reflect on Australia’s position, and obligations, and the role of the citizen today within an interconnected global world.

In studying civics and citizenship students will develop knowledge and understanding of Australia's representative democracy and the key institutions, processes, and roles people play in Australia’s political and legal systems. Emphasis is placed on Australia's federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments, how the system safeguards democracy by vesting people with civic rights and responsibilities, how laws and the legal system protect people’s rights and how individuals and groups can influence civic life.

By investigating contemporary issues and events students learn to value their belonging in a diverse and dynamic society, develop points of view and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.

**Aims**

Civics and Citizenship aims to ensure students develop:

* a lifelong sense of belonging to, and engagement with, civic life as an active and informed citizen in the context of Australia as a secular democratic nation with a dynamic, multicultural and multi-faith society
* knowledge, understanding and appreciation of the values, principles, institutions and practices of Australia’s system of democratic government and law, and the role of the citizen in Australian government and society
* skills necessary to investigate contemporary civics and citizenship issues, and foster responsible participation in Australia’s democracy
* the capacities and dispositions to participate in the civic life of their nation at a local, regional and global level.

| Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
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| **Government and Democracy** |  |  |  |
| Identify features of government and law and describe key democratic values | Discuss the values, principles and institutions that underpin Australia’s democratic forms of government and explain how this system is influenced by the Westminster system | Describe the key features of government under the Australian Constitution, including the separation of powers, the Executive, the role of the Houses of Parliament, and the division of powers | Discuss the role of political parties and independent representatives in Australia’s system of government, including the formation of governments, and explain the process through which government policy is shaped and developed |
| Identify how and why decisions are made democratically in communities | Describe the roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia’s federal system | Discuss the freedoms that enable active participation in Australia’s democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement | Explain the values and key features of Australia’s system of government compared with at least one other system of government in the Asia region |
| Explain the roles of local government and some familiar services provided at the local level | Identify and discuss the key features of the Australian electoral process | Explain how citizens can participate in Australia’s democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, interest groups and direct action | Analyse how citizens’ political choices are shaped, including the influence of the media |
|  | Identify the roles and responsibilities of electors and representatives in Australia’s democracy | Describe the process of constitutional change through a referendum | Explain the Australian government’s roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations |
| **Laws and Citizens** |  |  |  |
| Explain how and why people make rules | Explain how state/territory and federal laws are initiated and passed through parliament | Explain how Australia’s legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation | Explain how Australia’s international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples |
| Distinguish between rules and laws and discuss why rules and laws are important | Explain how and why laws are enforced and describe the roles and responsibilities of key personnel in law enforcement, and in the legal system | Compare how laws are made in Australia, including through parliaments (statutory law) and courts (common law), and explain different types of laws, including executive law (delegated law), criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law | Describe the key features of Australia’s court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution |
|  |  |  | Discuss the key principles of Australia’s justice system, including equality before the law, independent judiciary, and right of appeal |

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| Citizenship, Diversity and Identity | | | |
| Investigate why and how people participate within communities and cultural and social groups | Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society | Describe how Australia is a secular nation and a multi-faith society | Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society |
| Describe the different cultural, religious and/or social groups to which they and others in the community may belong | Identify different points of view on a contemporary issue relating to democracy and citizenship | Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’ | Discuss challenges to and ways of sustaining a resilient democracy and cohesive society |
|  | Investigate how people with shared beliefs and values work together to achieve their goals and plan for action | Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others’ perception of them | Discuss how and why groups, including religious groups, participate in civic life |
|  | Examine the concept of global citizenship | Examine how national identity can shape a sense of belonging and examine different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander peoples’ perspectives | Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events |
| **Achievement Standard** |  |  |  |
| By the end of Level 4, students explain how decisions can be made democratically and the role of local government. They recognise the importance of rules and distinguish between rules and laws. They describe how people participate in their community as active citizens and factors that shape a person’s identity and sense of belonging. | By the end of Level 6, students identify the values that underpin Australia’s democracy and explain the importance of the electoral process. They describe the purpose of key institutions and levels of government in Australia’s democracy. They explain the role of different people in Australia’s legal system and the role of parliaments in creating law. They identify various ways people can participate effectively in groups to achieve shared goals. Students explain what it means to be an Australian citizen and how people can participate as global citizens. They analyse contemporary issues and use evidence to support a point of view about civics and citizenship issues. They identify possible solutions to an issue as part of a plan for action. | By the end of Level 8, students explain features of Australia’s system of government, and the purpose of the Constitution in Australia’s representative democracy. They analyse features of Australian democracy, and explain features that enable active participation. They explain how Australia’s legal system is based on the principle of justice, and describe the types of law and how laws are made. Students identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society. They analyse issues about national identity in Australia and the factors that contribute to people’s sense of belonging. They identify ways they can be active and informed citizens, and take action, in different contexts. | By the end of Level 10, students evaluate features of Australia’s political system, and identify and analyse the influences on people’s electoral choices. They compare and evaluate the key features and values of systems of government, and analyse Australia’s global roles and responsibilities. They analyse the role of the High Court and explain how Australia’s international legal obligations influence law and government policy. They explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system. They analyse a range of factors that influence identities and attitudes to diversity. Students evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities. |

# The Humanities- Economics and Business

**Rationale**

The Economics and Business curriculum explores the ways in which individuals, families, the community, workers, businesses and governments make decisions in relation to the allocation of resources. It enables students to understand the process of economic and business decision-making at the personal, local, national, regional and global levels and the effects of these decisions on themselves and others, now and in the future. Students learn to appreciate the interdependence of decisions made and develop the knowledge, understanding and skills that will inform and encourage them to participate in, and contribute to, the economy.

In studying economics and business students will develop transferable skills that enable them to identify and investigate contemporary economic and business issues or events. They will apply economic and business reasoning and interpretation to solve problems and interpret issues and events. This will assist them to understand the behaviour of participants in the economy, business, society and the environment. Students will then be better placed, now and in their adult lives, to participate in economic and business activities actively and effectively. They learn how current decisions and actions will shape future consequences and are encouraged to think critically about probable and preferred futures. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, to secure their own financial wellbeing, and to face the future with optimism and confidence.

**Aims**

The Economics and Business curriculum aims to develop students’:

* enterprising behaviours and capabilities that are transferable into life, work and business opportunities and contribute to the development and prosperity of individuals and society
* understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers and producers
* understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region
* reasoning and interpretation skills to apply economics and business concepts and theories to evaluate information they encounter, make informed decisions and use problem-solving skills to respond to economics and business issues and events
* understanding of economics and business decision-making and its role in creating a prosperous, sustainable and equitable economy for all Australians
* knowledge, understandings and skills that will enable them to participate actively and ethically in the local, national, regional and global economy as economically, financially and business-literate citizens.

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| Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| **Resource Allocation and Making Choices** |  |  |
| Describe the difference between needs and wants and explain why choices need to be made | Examine the ways consumers and producers respond to and influence each other in the market, particularly through the price mechanism | Investigate Australia as a trading nation and its place within Asia and the global economy |
| Explore the concept of opportunity cost and explain how it involves choices about the alternative use of limited resources and the need to consider trade-offs | Identify why and how markets may be influenced by government | Identify and explain the indicators of economic performance and examine how Australia’s economy is performing |
| Identify types of resources (natural, human, capital) and explore the ways societies use them in order to satisfy the needs and wants of present and future generations |  | Explain the links between economic performance and living standards, including the variations that exist within and between economies, and give reasons for the possible causes of variations |
| **Consumer and Financial Literacy** |  |  |
| Identify influences on consumer choices and explore strategies that can be used to help make informed personal consumer and financial choices | Investigate the rights and responsibilities of consumers and businesses in terms of financial and economic decision making | Explain why and describe how people manage financial risks and rewards in the current Australian and global financial landscape |
| Consider the effect that consumer and financial decisions of individuals may have on themselves, their family, the broader community and the natural, economic and business environment | Explain the reasons why and the ways in which individuals and businesses set, prioritise and plan to achieve financial and organisational goals |  |
| **The Business Environment** |  |  |
| Identify the reasons businesses exist and investigate the different ways they produce and distribute goods and services | Explore and observe the characteristics of entrepreneurs and successful businesses | Explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market, including the global market |
| **Work and Work Futures** |  |  |
| Explore the nature and meaning of work and why individuals choose to participate in work | Consider the ways in which work can contribute to individual and societal wellbeing | Research the way the work environment is changing in contemporary Australia and analyse the implications for current and future work |
| Investigate the influences on the ways people work and explore factors affecting work now and into the future | Describe the nature and investigate the influences on the work environment | Examine the roles and responsibilities of participants in the changing Australian or global workplace |
| **Enterprising Behaviours and Capabilities** |  |  |
| Investigate the nature and explain the importance of enterprising behaviours and capabilities | Explain the role of enterprising behaviours and capabilities in the work environment and explore how individuals and businesses can use them | Identify the ways enterprising behaviours and capabilities can be developed to improve the work and business environments |
| **Economic and Business Reasoning and Interpretation** | | |
| Make decisions, identify appropriate actions by considering the advantages and disadvantages, and form conclusions concerning an economics or business issue or event | Identify relationships and trends, and generate a range of alternatives for an economic or business issue or event, evaluating the potential costs and benefits of each alternative and the consequences of proposed actions | Generate a range of viable options, taking into account multiple perspectives, use simple cost-benefit analysis to recommend and justify a course of action, and predict the intended and unintended consequences of economic and business decisions |

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| Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| **Achievement Standard** | | |
| By the end of Level 6, students distinguish between needs and wants and recognise that choices need to be made when allocating resources. They recognise that consumer choices and financial decisions are influenced by a range of factors and describe the effects of these choices and decisions on themselves, their family, others, the economy and the natural, economic and business environments. Students identify strategies that will assist in making informed consumer and financial decisions. They explain the purpose of business and recognise the different ways that businesses choose to provide goods and services. Students outline the many reasons why people work and describe the changing nature of work. They describe the nature of enterprising behaviours and capabilities and explain why these behaviours are important for individuals and businesses. Students outline the advantages and disadvantages of proposed actions in response to an economics and/or business issue or event and identify the possible effects of their decisions on themselves and others. | By the end of Level 8, students describe the interdependence of consumers and producers in the market and explain how markets operate to set prices and why governments may influence the market’s operation. They explain the rights and responsibilities of consumers and businesses when making economics and business decisions. Students explain why and how individuals and businesses set, prioritise and plan for financial and organisational goals. They describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success. Students discuss how work contributes to societal wellbeing and describe the influences on the work environment. They identify trends and relationships and propose alternative responses to an economics and/or business issue or event. They evaluate the costs and benefits of each alternative response and identify the effects and potential consequences of these actions. | By the end of Level 10, students describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured. They provide explanations for variations in economic performance and standards of living within and between economies. Students explain the importance of managing consumer and business financial risks and rewards and analyse the different strategies that may be used when making decisions. They explain the nature of innovation and why businesses need to create a competitive advantage. Students discuss ways that this may be achieved and the enterprising behaviours and capabilities that could be developed by individuals to assist the work and business environments. Students analyse the reasons why and how the work environment is changing and discuss the implications this has for individuals, businesses and the economy. Students identify economics and business trends, explain relationships and make predictions. They generate alternative responses to familiar, unfamiliar and complex problems taking into account multiple perspectives, and using cost-benefit analysis and appropriate criteria to propose and justify a course of action. Students analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions. |

# The Humanities - History

**Rationale**

History is a disciplined process of investigation into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The study of history also provides opportunities to develop transferable skills of critical and creative thinking, such as the ability to explore questions, imagine possibilities and construct arguments.

Australian history is taught within a world history approach. This equips students for the world in which they live and enhances students’ appreciation of Australian history. Students appreciate Australia's distinctive path of social, economic and political development, and Australia’s position in the Asia-Pacific region, and our global relationships. Students develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity, and the continuing contribution and value of their culture. This knowledge and understanding is essential for informed and active participation in Australia's diverse society.

**Aims**

History aims to ensure that students develop:

* interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
* knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
* understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change,  analysing cause and effect and determining historical significance
* capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments.

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Historical Concepts and Skills** |  |  |  |
| **Chronology** |  |  |  |
| Recognise personally significant objects from their childhood and from now | Recognise significant events during their lifetime | Sequence parts within a significant event | Sequence significant family milestones |
| **Historical sources as evidence** |  |  |  |
| Explore a source that describes a person | Explore a range of sources that show families over time | Explore a range of sources that describe an event in the recent past | Explore a range of sources that describe families in the past |
| Explore their own perspective on events in their routine daily life | Explore people’s perspective of events within their daily life | Explore their perspective on how things have changed from past and present in their daily life | Explore peoples perspectives about change to daily life |
| **Continuity and change** |  |  |  |
| Explore objects from the past and present | Explore features of objects from the past and present | Compare features of objects from the recent past and present | Identify and compare features of objects used by the family from the past and present |
| **Historical significance** |  |  |  |
| Experience narratives about a person or the past | Assist in constructing a narrative about a person or a shared past event | Assist to construct a narrative about a significant person or past event | Develop a narrative about a significant family member and/or place |
| **Historical Knowledge** |  |  |  |
| **Personal histories** |  |  |  |
| Who they are and what they look like | Who the people in their immediate family are | Who the people in their family are | Who the people in their family are and how they are related to me |
| The people in their family | The structure of their immediate family | The people and their name in the family | The different family groups in my class and what they have in common |
| Indicate what event was first in a routine daily event | Indicate the events at the beginning of the day, at midday and the evening | Distinguish between events within the day and the past | Distinguish between ‘today’, ‘tomorrow’ and ‘yesterday’ |
| Similarities and differences within their daily life | Similarities and differences within their daily life from day to day | Similarities and differences in their daily life over time | Similarities and differences between their life and the life of their parents and grandparents |
| **Community histories** |  |  |  |
| Commemorate significant events | Awareness of significant commemorative events and ways they can assist with preparation | How events are celebrated and how to assist to prepare and participate in personal, school and community events | How they and their family celebrate past events that are important to them |
| Experience significant places and sites | Explore significant places and sites, and events associated with them | Link significant local sites and people to events | Explore and sequence the history of a significant place, person or building or site |
| Exposure to the cultural or spiritual importance of significant places and sites | Participate in celebrations and special events of a cultural or spiritual place or site | Link cultural or spiritual site to their events or history | Explore the significance of cultural or spiritual places to us to day and people in the past |
| Experience the use of technology in their lives | Explore different technologies used to make their daily life better | Explore changes in technology and the difference between each | Explore technologies of the past and today and what people like and why |
| **Achievement Standard** |  |  |  |
| By the end of Level A, students experience routine events within their daily life and react to significant changes. They react to personally significant people, objects and sites. They participate and react to significant events, which are commemorated.  Students react to stories, images and representations of familiar events and stories about them. They react to significant objects of their past and present. | By the end of Level B, students identify immediate family members. They recognise some significant events. Students respond to images of personal, family and sites of significance.  Students assist to sequence significant parts of recent familiar events. They can identify themselves at different milestones in their past. They assist to create a story about their past using a range of texts, objects and images. | By the end of Level C, students can identify key routines and events within their daily life. Students identify key members of their family and how they have changed over time. They recognise some important family events and some objects used in celebrations. They recognise some significant artefacts or objects associated with significant commemorative events or sites in local community.  Students sequence three elements within familiar recent events in order. They identify key milestones in their past. Students relate a story about their past using a range of texts, objects or images. They can identify objects and technology which has change over time. | By the end of Level D, students identify similarities and differences between families in their class. They identify many important family events and indicate how they were commemorated. Students use images to describe a significant family, personal event, site or person of significance.  Students sequence their key milestones in order. They can sequence key events related to a significant person, building or site. They can sequence routine events. Students answer questions about their past by using a variety of sources provided. Students relate a narrative about their past using objects, images, and perspectives of other (parents and grandparents). |

| Foundation – Level 2 | Levels 3 and 4 | Levels 5 and 6 |
| --- | --- | --- |
| **Historical Concepts and Skills** |  |  |
| **Chronology** |  |  |
| Sequence significant events about personal and family history to create a chronological narrative | Sequence significant events in chronological order to create a narrative about one navigator, explorer or trader and Australian settlement | Sequence significant events and lifetimes of people in chronological order to create a narrative to explain the developments in Australia’s colonial past and the causes and effects of Federation on its people |
| **Historical sources as evidence** |  |  |
| Identify the content features of primary sources when describing the significance of people, places or events | Identify the origin and content features of primary sources when describing the significance of people, places and events | Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation |
| Identify perspectives about changes to daily life from people in the past or present | Describe perspectives of people from the past | Describe perspectives and identify ideas, beliefs and values of people and groups in the past |
| **Continuity and change** |  |  |
| Identify examples of continuity and change in family life and in the local area by comparing past and present | Identify and describe continuity and change over time in the local community, region or state | Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, ‘native born’ and migrants in the Australian colonies |
|  | **Cause and effect** |  |
|  | Identify and explain the causes and effects of European settlement and exploration | Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants |
| **Historical significance** |  |  |
| Identify the significance of a person and/or place in the local community | Describe the significance of Australian celebrations, symbols and emblems | Explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation |
| **Historical Knowledge** |  |  |
| **Personal histories** | **Community, Remembrance and Celebrations** | **The Australian colonies** |
| Who the people in their family are, where they were born and raised, how they are related to each other and how their stories are communicated and shared | The significance of Country and Place to Aboriginal and Torres Strait Islander peoples who belong to a local area | The social, economic and political causes and reasons for the establishment of British colonies in Australia after 1800 |
| Differences and similarities in family structures and the role of family groups today, and how these have changed or remained the same over time | A significant example of change and a significant example of continuity over time in the local community, region or state/territory | The nature of convict or colonial presence, including the factors that influenced changing patterns of development, how the environment changed, and aspects of the daily life of the inhabitants, including Aboriginal and Torres Strait Islander peoples |
| How the present, past and future are signified by terms indicating and describing time | The role that people of diverse backgrounds have played in the development and character of the local community and/or other societies | The effects of a significant development or event on a colony |
| Differences and similarities between students' daily lives and perspectives of life during their parents’ and grandparents’ childhoods, including family traditions, leisure time and communications | One significant narrative, myth or celebration from the past | The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony |

| Foundation – Level 2 | Levels 3 and 4 | Levels 5 and 6 |
| --- | --- | --- |
|  | Significance of days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems, including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC Week and National Sorry Day | The role that a significant individual or group played in shaping and changing a colony |
|  | Significance of celebrations and commemorations in other places around the world |  |
| **Community histories** | **First contacts** | **Australia as a nation** |
| How they, their family, friends and communities commemorate past events that are important to them | The diversity and longevity of Australia’s first peoples and the significant ways Aboriginal and Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the effects on their daily lives | The significance of key figures and events that led to Australia’s Federation, including British and American influences on Australia’s system of law and government |
| The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past | The journey(s) of a significant world navigator, explorer or trader up to the late eighteenth century, including their contacts with and effects on other societies | The different experiences and perspectives of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander peoples, migrants, women, and children |
| The significance today of an historical site of cultural or spiritual importance | Stories of the First Fleet, including causes and reasons for the journey, who travelled to Australia, and their experiences and perspectives following arrival | The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated |
| The effect of changing technology on people’s lives and their perspectives on the significance of that change | The nature of contact between Aboriginal and Torres Strait Islander peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions | Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society |
| **Achievement Standard** |  |  |
| By the end of Level 2, students explain aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe personal and family life, a person, site or event of significance in the local community.  Students sequence events in order, using a range of terms relating to time. They use sources (physical, visual, oral) including the perspectives of others (parents, grandparents) to describe changes to daily life and the significance of people, places or events. They compare objects from the past and present. Students create a narrative about the past using terms and a range of sources. | By the end of Level 4, students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences and perspectives of an individual or group over time. They recognise the significance of events in bringing about change.  Students sequence events and people (their lifetime) in chronological order to identify key dates, causes and effects. They identify sources (written, physical, visual, oral), and locate information about their origin and content features. They describe perspectives of people from the past and recognise different points of view. Students create a narrative or description which explains continuity and change and cause and effect using historical terms. | By the end of Level 6, students identify and describe change and continuity and explain the causes and effects of change on society. They compare the different experiences and perspectives of people in the past. They explain the significance of an individual and group.  Students sequence events and people (their lifetime) in chronological order, and represent time by creating timelines. They identify a range of sources and locate and compare information about the origin, content features and the purpose of historical sources. Students describe the historical context of these sources to describe perspectives of people from the past and recognise different points of view. Students develop texts, particularly narratives and descriptions of continuity and change. In developing these texts and organising and presenting their information, students create an explanation about a past event, person or group using sources of evidence and historical terms and concepts. |

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| Level 7-8 | | |
| **Historical Concepts and Skills** | | |
| **Chronology** | | |
| Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes | | |
| Describe and explain the broad patterns of change over the period from the Ancient to the Modern World | | |
| **Historical sources as evidence** | | |
| Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability | | |
| Analyse the different perspectives of people in the past | | |
| Explain different historical interpretations and contested debates about the past | | |
| **Continuity and change** | | |
| Identify and explain patterns of continuity and change in society to the way of life | | |
| **Cause and effect** | | |
| Analyse the causes and effects of significant events that caused change and/or a decline over the period | | |
| **Historical significance** | | |
| Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress | | |
|  | | |
| **Historical Knowledge** | | |
| **Aboriginal and Torres Strait and Islander Peoples and Cultures** | | |
| How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples’ communities, foundational stories and land management practices | | |
| The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures including trade with other communities, causes and effects of warfare, and death and funerary customs | | |
| The nature of sources of evidence about ancient Australia and what they reveal about Australia’s ancient past, such as the use of resources | | |
| The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples | | |
| **Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE)** | | |
| **European and the Mediterranean world**  Choose at least one of the following:   * Egypt * Greece * Rome | **The Asia-Pacific world**  Choose at least one of the following:   * India * China |  |

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| Level 7-8 | | |
| **How physical features influenced the development of the civilisation** | | |
| Changes in society and the perspectives of key groups effected by change including the influence of law and religion | | |
| Significant beliefs, values and practices with a particular emphasis on changes to everyday life, cause and effect of warfare, and perspectives of death and funerary customs | | |
| Causes and effects of contacts and conflicts with other societies and/or peoples, resulting in developments such as expansion of trade, colonisation and war, and spread of beliefs | | |
| The role and achievements of a significant individual in an ancient society | | |
| The different methods and sources used by historians and archaeologists to investigate history and/or a historical mystery | | |
| The significance and importance of conserving the remains and heritage of the past | | |
| **Middle Ages and early exploration** | | |
| **European and the Mediterranean world**  Choose at least one of the following:   * The Vikings (c.790 – c.1066) * Medieval Europe (c.590 – c.1500) * The Ottoman Empire (c.1299 – c.1683) | **The Asia-Pacific world**  Choose at least one of the following:   * Angkor/Khmer Empire (c.802 – c.1431) * Mongol Expansion (c.1206 – c.1368) * Japan under the Shoguns (c.794 – 1867) * The Polynesian expansion across the Pacific (c.700 – 1756) | **Expanding Contacts: Discovery and Exploration**  Choose at least one of the following:   * Renaissance Italy (c.1400 – c.1600) * The Spanish Conquest of the Americas (c.1492 – c.1572) |
| The significant social, cultural, economic, environmental and political changes and continuities in the way of life and the roles and relationships of different groups in society | | |
| Significant causes and effects of developments and/or cultural achievements that reflect the concentration and/or expansion of wealth and power | | |
| Perspectives of subject peoples and their interactions with power and/or authority of others | | |
| The role and achievements of a significant individual and/or group | | |
| One significant challenge and one development faced by the society that caused progress or decline | | |
| **Achievement Standard** | | |
| By the end of Level 8, students identify and explain patterns of change and continuity over time. They analyse the causes and effects of events and developments. They identify the motives and actions of people at the time. Students evaluate the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They evaluate different interpretations of the past.  Students sequence events and developments within a chronological framework with reference to periods of time. They locate and select historical sources and identify their origin, content features and purpose. Students explain the historical context of these sources. They compare and contrast historical sources and ask questions about their accuracy, usefulness and reliability. Students analyse the different perspectives of people in the past using sources. They explain different historical interpretations and contested debates about the past. Students construct an explanation using sources of evidence to support the analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information. | | |

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| Level 9-10 | |
| **Historical Concepts and Skills** | |
| **Chronology** | |
| Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about | |
| Analyse and evaluate the broad patterns of change over the period 1750–present | |
| **Historical sources as evidence** | |
| Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability | |
| Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values | |
| Evaluate different historical interpretations and contested debates | |
| **Continuity and change** | |
| Identify and evaluate patterns of continuity and change in the development of the modern world and Australia | |
| **Cause and effect** | |
| Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments | |
| **Historical significance** | |
| Evaluate the historical significance of an event, idea, individual or place | |
| **Historical Knowledge** | |
| **The Making of the Modern World** | |
| **Industrial Revolution (1750 – 1914)** | |
| Causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialisation of Britain and of Australia | |
| Causes of population movements and settlement patterns during this period and the significant changes to the way of life of groups of people | |
| Different experiences and perspectives of individuals or groups and how ideas, beliefs and values changed during the significant events of the Industrial Revolution | |
| Significant effects of the Industrial Revolution, including global changes in landscapes, movements of people, development and influence of ideas, political and social reforms, and transport and communication | |
| **Australia and Asia**  Students investigate the history of either Australia and/or an Asian society in the period 1750 – 1918 | |
| Key social, cultural, economic, and political features of one society at the start of the period | |
| Intended and unintended causes and effects of contact and extension of settlement of European power(s), including Aboriginal and Torres Strait Islander peoples | |
| Significant events and influencing ideas in the development of the society, including different perspectives of the events at the time and different historical interpretations and debates | |
| Patterns of continuity and change and their effects on influencing movements of people, ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the twentieth century | |
| Different experiences and perspectives of non-Europeans and their perspectives on changes to society, significant events, ideas, beliefs and values | |
| Position of the society in relation to other nations in the world by 1918 including the effects of ideas and movements of people | |
| **The Modern World and Australia** | |
| **Australia at War (1914 – 1945)** | |
| **World War I** | **World War II** |
| Causes of World War I, the reasons why men enlisted to go to war, and how women contributed in the war effort | Causes of World War II and the reasons why Australians enlisted to go to war |
| Significant places where Australians fought and explore their perspectives and experiences in these places | Significant places where Australians fought and their perspectives and experiences in these places |
| **Level 9-10** | |
| Significant events, turning points of the war and the nature of warfare | Significant events, turning points of World War II and the nature of warfare |
| Effects of World War I, with a particular emphasis on the changes and continuities brought to the Australian home front and society | Effects of World War II, with a particular emphasis on the changes and continuities brought to the Australian home front and society |
| Significance of World War I to Australia’s international relationships in the twentieth century, with particular reference to the Britain, the USA and Asia | Significance of World War II to Australia’s international relationships in the twentieth century, with particular reference to the Britain, the USA, Asia and United Nations |
| Different historical interpretations and contested debates about World War I and the significance of Australian commemorations of the war | Different historical interpretations and contested debates about World War II and the significance of Australian commemoration of war |
| **Rights and freedoms (1945 – The Present)** | |
| Significance of the Universal Declaration of Human Rights, including Australia’s involvement in the development of the declaration | |
| Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 | |
| Effects of the US civil rights movement and its influence on Australia | |
| Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events | |
| Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle | |
| Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia | |
| **The Globalising World**  Students investigate one major global influence that has shaped Australian society, including the development of the global influence during the twentieth century. | Choose at least **one** of the following:   * Popular culture * The Environment movement * Migration experiences * Political Crisis |
| Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society | |
| Causes and developments of the major global influences on Australia | |
| Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia | |
| The perspectives of people and different historical interpretations and debates from the period | |
| **Achievement Standard** | |
| By the end of Level 10, students refer to significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their significance. They explain the context for people’s actions in the past. Students evaluate the significance of events and analyse the developments from a range of perspectives. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations.  Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. They locate and select historical sources and identify their origin, purpose and content features. Students explain the context of these sources to identify motivations, values and attitudes. They compare and contrast historical sources and evaluate their accuracy, usefulness and reliability. Students analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by the significant events, ideas, location, beliefs and values. They evaluate different historical interpretations and contested debates. Students construct and communicate an argument about the past using a range of reliable sources of evidence. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they use consistent referencing of these sources. | |

# The Humanities- Geography

**Rationale**

The Geography curriculum presents a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography as a discipline integrates the natural sciences, social sciences and humanities to build a holistic understanding of the world.  Spatial thinking and geospatial technologies increasingly inform scholarship in these areas. In this sense, aspects of Geography are a component of Science, Technology, Engineering and Mathematics (STEM), fostering the development and application of distinctive STEM skills. Students learn to question why the world is the way it is, reflect on their relationships with and responsibility for that world and propose actions designed to shape a socially just and sustainable future.

The concept of place develops students’ curiosity and wonder about the diversity of the world’s places, peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.

Students use the concept of space to investigate the effects of location and distance on the characteristics of places, the significance of spatial distributions, and the organisation and management of space at different scales. Through the concept of environment students learn about the role of the environment in supporting the physical and emotional aspects of human life, the important interrelationships between people and environments, and the range of views about these interrelationships.

Students use the concept of interconnection to understand how the causal relationships between places, people and environments constantly change their characteristics. Through the concept of sustainability students explore how the environmental functions that support their life and wellbeing can be sustained. The concept of scale helps them explore problems and look for explanations at different levels, such as local or regional. The concept of change helps them to explain the present and forecast possible futures.

The Geography curriculum teaches students to respond to questions in a geographically distinctive way, to collect, evaluate, analyse and interpret information, and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. These skills can be applied in everyday life and at work.

**Aims**

The Geography curriculum aims to ensure that students develop:

* a sense of wonder, curiosity and respect for places, people, cultures and environments throughout the world
* a deep geographical knowledge of their own locality, Australia, the Asia region and the world
* the ability to think geographically, using geographical concepts
* the capacity to be competent, critical and creative users of geographical methods and skills
* the capacity to be informed, responsible and active citizens who can contribute to the development of a world that is environmentally and economically sustainable, and socially just.

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| Level A | Level B | | | Level C | Level D |
| **Geographical Concepts and Skills** | |  |  | | |
| **Place, space and interconnection** | | | | | |
| Experience and react to a place and its features | Explore the features of a place and demonstrate a preference for certain features | | | Identify a familiar place and present findings using locational vocabulary, photos and visuals | Identify familiar places and their features, using photos and locational vocabulary |
| React to familiar places and activities | Explore the location of regular places and activities in school | | | Link activities to a location | Describe the location of a familiar place and the related activities |
| Experience places that are important for specific people and related activities | Explore the importance of places and participate in special events related to specific places | | | Link places to their related activities and special events | Identify personally significant places and their connection and importance |
| **Data and information** | | | | | |
| Experience geographical information by using their senses | Assist to collect geographical data and information | | | Collect geographical data and information | Reconstruct geographical data and information |
| React to images or sensory elements which represent preferred personally significant places | Use images to identify a familiar place | | | Use images to match a familiar place to a significant feature | Model or draw key features of a familiar place |
| React to an element of a place | Respond to elements of a space using positive and negative response | | | Indicate how they use a space based on geographical information | Answer yes/no questions about a place based on geographical observations and information |
| **Geographical Knowledge** |  | | |  |  |
| **Places and our connections to them** | | | | | |
| Experience the distance and location of familiar places | Moving to different places and recognising some features/ places on the way | | | Recognising and labelling familiar places in the school using a jointly constructed map | Locating familiar places and label place and purpose |
| Experience personal places and their features represented on large-scale maps and models | Familiar places identified through images at a variety of scales | | | Places are represented at a variety of scales | How places can be defined at a variety of scales |
| Experience their connection to a place in Australia and across the world | The connection of self to other places in Australia and across the world | | | The connection of their family and peers to other places in Australia and across the world | The connection of their school and local community to other places in Australia and across the world |
| Experience local area dreaming stories and country/places | Experience dreaming stories of the local country/places and their features | | | Explore names and places of local spaces and their Dreaming stories | The Countries/Places that Aboriginal and Torres Strait Islander people belong to in the local area |
| Experience weather and seasons | Observe and identify major weather type | | | Connection of weather to seasons | Ways weather and seasons are described |
| Experience and react to the sensory elements of a places | The major features of a place | | | The major features of a place and its activities | The major features of a place and their location |
| Experience the purpose of or the special event/s of a space | Experience specific activities in a place | | | What I do in this space | What people do in specific spaces |
| React to features and activities of a familiar place | Places used regularly at school and activities I do there | | | Places regularly used at school and the location, and activities undertaken | Places used regularly in the community, their location, activities undertaken in this place and frequency of visits |

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| Level A | Level B | Level C | Level D |
| **Achievement Standard** |  |  |  |
| By the end of Level A, students recognise some personally significant places. They select preferred objects through reaching towards, accepting or rejecting actions.  Students react to the familiar features of some personally significant places. | By the end of Level B, students can identify some familiar places using photos, images or augmentative alternative communication when asked. They will select to view a multimodal text about a preferred place.  Students experience the familiar features and purposes of places and the representation of these features, purposes and their location as words, gestures, images, pictures and photos. They begin to indicate objects and places they like from a field of two to three choices. They begin to follow everyday language related to direction and location. | By the end of Level C, students label personally significant places and what they do in the place. Students demonstrate a few ways they can care for a familiar place by creating a simple rule for this place.  Students observe the familiar features of places and assist to represent these features and their location on group constructed pictorial maps and models. They share observations about a place using simple sentences and show the people who can be found in a place.  Students can independently locate some significant spaces within a significant local place and they begin to communicate using direction and location. | By the end Level D, students label familiar routine places and some of their features and the related activities undertaken in these places. They recognise places can have a special purpose or connection for some people. Students reflect on their learning to suggest ways they can care for a familiar place.  Students observe the familiar features of places and represent these features and their location on jointly constructed pictorial maps and models. They can identify how they travel to a place and one or two key features of the journey. They recognise that places can be represented by an image or on a map.  They follow and use simple everyday language to describe direction and location to explain where a place is or to locate a place or object. |

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| Foundation – Level 2 | Levels 3 and 4 | Levels 5 and 6 |
| **Geographical Concepts and Skills** | | |
| **Place, space and interconnection** | | |
| Identify and describe the features of places at a local scale and how they change, recognising that people describe the features of places differently | Identify and describe the characteristics of places in different locations at a range of scales | Describe and explain the diverse characteristics of places in different locations from local to global scales |
| Describe and explain where places and activities are located | Identify and describe locations and spatial distributions and patterns | Identify and describe locations and describe and explain spatial distributions and patterns |
| Identify how people are connected to different places | Identify and explain the interconnections within places and between places | Describe and explain interconnections within places and between places, and the effects of these interconnections |
| **Data and information** |  |  |
| Collect and record geographical data and information from the field and other sources | Collect and record relevant geographical data and information from the field and other sources | Collect and record relevant geographical data and information from the field and secondary sources, using ethical protocols |
| Represent data and the location of places and their features by constructing tables, plans and labelled maps | Represent data and the location of places and their characteristics by constructing tables and simple graphs and maps of appropriate scale that conform to cartographic conventions of border, scale, legend, title and north point | Represent the location of places and other types of geographical data and information in different forms including diagrams, field sketches and large-scale and small-scale maps that conform to cartographic conventions of border, scale, legend, title, north point and source; using digital and spatial technologies as appropriate |
| Interpret data and information to draw conclusions and describe the direction and location of places, using terms such as north, south, opposite, near, far | Interpret maps and other geographical data and information to develop identifications, descriptions, explanations and conclusions, using geographical terminology including simple grid references, compass direction and distance | Interpret maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology |
| **Geographical Knowledge** | | |
| **Places and our connections to them** | **Diversity and significance of places and environments** | **Factors that shape places and influence interconnections** |
| Representation of the location of places and their features on maps and models, including a globe, and the location of the major geographical divisions of the world in relation to Australia | Location of major countries of Africa and South America in relation to Australia and their major characteristics including the types of vegetation and native animals in at least two countries for both continents | Location of the major countries of Europe and North America, in relation to Australia and their major characteristics including the influence of people on the environmental characteristics of places in at least two countries from both continents |
| Definition of places as parts of the Earth’s surface that have been given meaning by people, and how places can be defined at a variety of scales | Location of Australia’s neighbouring countries and the diverse characteristics of their places | Location of the major countries of the Asian region in relation to Australia and the geographical diversity within the region |
| Connections of people in Australia to other places in Australia and across the world | Representation of Australia as states and territories, and Australia’s major natural and human characteristics | Differences in the demographic, economic, social and cultural characteristics of countries across the world |
| Aboriginal and Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander peoples, and the ways in which they maintain special connections to particular Country/Place | The many Countries/Places of Aboriginal and Torres Strait Islander peoples throughout Australia, and the custodial responsibility they have for Country/Place, and how this influences views about sustainability | Influence of people, including the influence of Aboriginal and Torres Strait Islander peoples, on the environmental characteristics of Australian places |
| Weather and seasons and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander peoples, describe them | Main climates of the world and the similarities and differences between the climates of different places | Impacts of bushfires or floods on environments and communities, and how people can respond |
| Natural, managed and constructed features of places, their location and how they change | Types of natural vegetation and the significance of vegetation to the environment, the importance of environments to animals and people, and different views on how they can be protected; the use and management of natural resources and waste, and different views on how to do this sustainably | Environmental and human influences on the location and characteristics of places and the management of spaces within them |

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| Foundation – Level 2 | Levels 3 and 4 | Levels 5 and 6 |
| Reasons why some places are special and some places are important to people and how they can be looked after | Similarities and differences in individuals’ and groups’ feelings and perceptions about places, and how they influence views about the protection of these places | Factors that influence people’s awareness and opinion of places |
| Activities in the local place and reasons for their location, and the influence of purpose, distance and accessibility on the frequency with which people visit places | Similarities and differences between places in terms of their type of settlement, demographic characteristics and the lives of the people who live there | Australia’s connections with other countries and how these change people and places |
| **Achievement Standard** | | |
| By the end of Level 2, students define place and identify and describe features of places and changes in these, at a local scale. They identify how people are connected to different places and explain the value of places to people. They describe different ways that places can be cared for.  They collect and record geographical data and information. They represent data and information in tables, plans and labelled maps and interpret it to draw conclusions.  They describe and explain location and distance using geographical terms, and describe the location of the major geographical divisions of the world. | By the end of Level 4, students identify and describe spatial characteristics, and the characteristics of places and environments at a range of scales. They identify and explain interconnections and identify and describe locations, including Australia’s neighbouring countries and Africa and South America.  They identify responses to a geographical challenge and the expected effects.  They collect and record relevant geographical data and information and represent data and information in tables, simple graphs and maps of appropriate scale that conform to cartographic conventions. They interpret data and information, and use geographical terminology, to identify and to develop descriptions, explanations and conclusions. | By the end of Level 6, students describe and explain spatial characteristics and characteristics of places from local to global scales. They describe and explain interconnections and their effects. They identify and describe locations including the major countries of Europe, North America and Asia.  They identify and compare responses to a geographical challenge, describing the expected effects on different groups.  They ethically collect and record relevant geographical data and information and represent data and information in forms including diagrams, field sketches and large scale and small scale maps that conform to cartographic conventions.  They interpret geographical data and information, and use geographical terminology, to identity and develop descriptions, explanations and conclusions. They use digital and spatial technologies to represent and interpret data and information. |

| Levels 7 and 8 | | | Levels 9 and 10 | | |
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| **Geographical Concepts and Skills** | |  |  | |  |
| **Place, space and interconnection** | |  |  | |  |
| Explain processes that influence the characteristics of places | | | Predict changes in the characteristics of places over time and identify the possible implications of change for the future | | |
| Identify, analyse and explain spatial distributions and patterns and identify and explain their implications | | | Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales | | |
| Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections | | | Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences | | |
| **Data and information** | |  |  | |  |
| Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols | | | Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources | | |
| Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate | | | Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate | | |
| Analyse maps and other geographical data and information using digital and spatial technologies as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology | | | Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology | | |
| **Geographical Knowledge** | |  |  | |  |
| **Water in the world** | **Landforms and landscapes** | | **Biomes and food security** | **Environmental change and management** | |
| Classification of environmental resources and the forms that water takes as a resource | Different types of landscapes and their distinctive landform features | | Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity | Different types and distribution of environmental changes and the forms it takes in different places | |
| Ways that flows of water connect places as they move through the environment and the ways this affects places | Geomorphic processes that produce landforms, including a case study of at least one landform | | Environmental, economic and technological factors that influence crop yields in Australia and across the world | Environmental, economic and technological factors that influence environmental change and human responses to its management | |
| The quantity and variability of Australia’s water resources compared with those in other continents and how water balance can be used to explain these differences | The differences in at least one landform in Australia compared to other places and the geomorphic processes involved | | The interconnection between food production and land and water degradation; shortage of fresh water; competing land uses; and climate change, for Australia and other areas of the world | Environmental worldviews of people and their implications for environmental management | |
| Nature of water scarcity and the role of humans in creating and overcoming it, including studies drawn from Australia and West Asia and/or North Africa | Human causes of landscape degradation, the effects on landscape quality and the implications for places | | Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations | Causes and consequences of an environmental change, comparing examples from Australia and at least one other country | |
| The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places | The spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes | | Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time | Aboriginal and Torres Strait Islander peoples’ approaches to custodial responsibility and environmental management in different regions of Australia | |
| Causes of an atmospheric or hydrological hazard and its impacts on places, and human responses to it to minimise harmful effects on places in the future | Causes of a geomorphological hazard and its impacts on places and human responses to it to minimise harmful effects on places in the future | | Challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges | Application of environmental economic and social criteria in evaluating management responses to an environmental change, and the predicted outcomes and further consequences of management responses on the environment and places, comparing examples from Australia and at least one other country | |

| Levels 7 and 8 | | Levels 9 and 10 | | |
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| **Place and liveability** | **Changing Nations** | **Geographies of interconnection** | **Geographies of human wellbeing** | |
| Factors that influence the decisions people make about where to live and their perceptions of the liveability of places | The causes and consequences of urbanisation, drawing on a study from Indonesia | Perceptions people have of place, and how this influences their connections to different places | Interconnecting causes of spatial variations between countries in selected indicators of human wellbeing | |
| Influence of accessibility to services and facilities; and environmental quality, on the liveability of places | The causes and consequences of urban concentration and urban settlement patterns between Australia and the United States of America and reasons for these similarities and differences | Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places | Reasons and consequences for spatial variations in human wellbeing on a regional scale within India or another country of the Asia region; and on a local scale in Australia | |
| Environmental, economic and social measures used to evaluate places for their liveability, comparing two different places | The reasons for and effects of international migration to Australia | Ways that places and people are interconnected with other places through trade in goods and services, at all scales | Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places | |
| Influence of social connectedness and community identity on the liveability of places | The reasons for and effects of internal migration in Australia and China | Effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia | Issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands | |
| Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe | The challenges of managing and planning Australia’s urban future | Effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places | Role of initiatives by international and national government and non-government organisations to improve human wellbeing in Australia and other countries | |
| **Achievement Standard** |  |  | |  |
| By the end of Level 8, students explain processes that influence the characteristics of places. They identify, analyse and explain interconnections and spatial characteristics and identity and explain their implications.  They compare strategies for a geographical challenge, taking into account a range of factors and predict the likely outcomes.  They ethically collect, record and select relevant geographical data and information from useful sources. They select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions. They analyse maps and other geographical data and information, and use geographical terminology, to develop identifications, descriptions, explanations and conclusions. They use digital and spatial technologies to represent and analyse data and information. | | By the end of Level 10, students predict changes in the characteristics of places over time and identify implications of change for the future. They identify, analyse, and explain significant spatial distributions and patterns and significant interconnections within and between places, and identify and evaluate their implications, over time and at different scales.  They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion.  They ethically collect relevant geographical data and information from reliable and useful sources. They select, organise and represent data and information in different forms, using appropriate digital and spatial technologies and through special purpose maps that conform to cartographic conventions. They analyse and evaluate geographical data, maps and information using digital and spatial technologies and Geographical Information Systems as appropriate to develop identifications, descriptions, explanations and conclusions that use geographical terminology. | | |

# Intercultural Capability

**Rationale**

Intercultural interactions have become a part of everyday life in our increasingly multicultural and globalised world. Developing intercultural knowledge, skills and understandings is an essential part of living with others in the diverse world of the twenty-first century. The Intercultural capability curriculum assists young people to become responsible local and global citizens, equipped for living and working together in an interconnected world.

Intercultural capability enables students to learn to value their own cultures, languages and beliefs, and those of others. Students learn about diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

The *Melbourne Declaration on Educational Goals for Young Australians* recognises the fundamental role that education plays in building a society that is ‘cohesive and culturally diverse, and that values Australia’s Indigenous cultures’. The Intercultural capabilty curriculum addresses this role, developing students who are active and informed citizens with an appreciation of Australia’s social, cultural, linguistic and religious diversity, and the ability to relate to and communicate across cultures at local, regional and global levels.

**Aims**

Intercultural capability aims to develop knowledge, understandings and skills to enable students to:

* demonstrate an awareness of and respect for cultural diversity within the community
* reflect on how intercultural experiences influence attitudes, values and beliefs
* recognise the importance of acceptance and appreciation of cultural diversity for a cohesive community.

| Foundation - Level 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| --- | --- | --- | --- | --- |
| **Cultural Practices** |  |  |  |  |
| Identify what is familiar and what is different in the ways culturally diverse individuals and families live | Compare their own and others cultural practices, showing how these may influence the ways people relate to each other | Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced | Analyse the dynamic nature of own and others cultural practices in a range of contexts | Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others cultural practices |
| Describe their experiences of intercultural encounters in which they have been involved | Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures | Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures | Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations | Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts |
| **Cultural Diversity** |  |  |  |  |
| Identify and discuss cultural diversity in the school and/or community | Explain the role of cultural traditions in the development of personal, group and national identities | Identify barriers to and means of reaching understandings within and between culturally diverse groups | Identify the challenges and benefits of living and working in a culturally diverse society | Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world |
| Imagine and explain what their responses might be if they were placed in a different cultural situation or setting | Identify how understandings between culturally diverse groups can be encouraged and achieved | Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups | Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community | Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion |
| **Achievement Standard** |  |  |  |  |
| By the end of Level 2, students begin to distinguish what is familiar and different in the ways culturally diverse individuals and families live. They describe their experiences of intercultural encounters, and identify cultural diversity in their school and/or community.  Students explain how they might respond in different cultural situations. | By the end of Level 4, students are able to compare a range of cultural practices and explain their influence on people’s relationships. They explain what they have learnt about themselves and others from intercultural experiences.  Students explain the role of cultural traditions in the development of various identities. They develop critical perspective on and respect for their own and others cultures. | By the end of Level 6, students demonstrate an understanding how beliefs and practices can be influenced by culture and explain how intercultural experiences can influence beliefs and behaviours.  Students identify the barriers to and means of reaching understandings within and between culturally diverse groups and the ways in which effective engagement with those groups is promoted or inhibited. | By the end of Level 8, students explain how cultural practices may change over time in a range of contexts. They understand how cultural groups can be represented, and comment on the effects of these representations.  Students understand the challenges and benefits of living and working in culturally diverse communities. | By the end of Level 10, students critically analyse the complex and dynamic interrelationship between and within cultures and the challenges and benefits of living in an interconnected and culturally diverse world. They evaluate how intercultural relationships and experiences influence attitudes, beliefs and behaviours in different contexts.  Students analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion. |

# Languages

**About the Languages**

Learning languages in addition to English extends student’s literacy repertoires and their capacity to communicate. It strengthens student’s understanding of the nature of language, culture, and the processes of communication.

**Language categories**

The languages included in the Victorian Curriculum F–10 are grouped into six categories outlined below.

|  |  |  |
| --- | --- | --- |
| **Language Categories** | **Description** | **Specific Languages** |
| Roman Alphabet Languages | These are languages whose writing system, or means of being visually recorded, is Roman alphabetic, and whose reading demands on learners are similar to those of English. | * French * German * Indonesian * Italian * Spanish * Turkish * Vietnamese * Roman Alphabet Language |
| Non-Roman Alphabet Languages | These are languages whose writing system is alphabetic but non-Roman, and for which a learner needs to acquire a new alphabet. | * Arabic * Modern Greek * Hindi * Korean * Non-Roman Alphabet Language |
| Character Languages | These are languages whose writing system is either syllabic, ideographic, or a combination of syllables and ideograms, involving different reading processes from alphabet reading, and the learning of the new script. | * Chinese * Japanese |
| Classical Languages | These are ancient languages which are no longer used as a means of everyday communication by a contemporary community. | * Classical Greek * Latin * *Framework for Classical Languages* |
| Sign Language | This is a language of the Australian Deaf community. For most learners, this will also involve reading in English. | * Australian Sign Language (Auslan) |
| Aboriginal Languages | Each Aboriginal and Torres Strait Islander language is unique. It gives voice to the landscapes, thoughts and ways of seeing and interpreting the world. When the language of the Land is spoken, it brings together all of the elements of the landscape and its people. It encompasses the relationships of these people with one another and with the landscape, past, present and future. | * Victorian Aboriginal Languages |

**Schools are responsible for choosing the language they will deliver in their school context, and to suit their learning pathways.**

**Languages**

**French**

Note: One language curriculum only has been included as an example.

This includes a curriculum for two learning sequences, these being:

* F-10 sequence
* 7-10 sequence.

**Rationale**

Students acquire communication skills in French. They develop  understanding about the role of language and culture in communication. Their reflections on  language use and language learning are applied in other learning contexts.

Learning languages broadens students’ horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures. A bilingual or plurilingual capability is the norm in most parts of the world.

***Learning languages:***

* contributes to the strengthening of the community’s social, economic and international development capabilities

*The French Language Curriculum is included as a representative sample.*

*Schools make their own decision on language provision in their teaching and learning program.*

* extends literacy repertoires  and the capacity to communicate; strengthens understanding of the nature of language, of culture, and of the processes of communication
* develops intercultural capability, including  understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
* develops understanding of how culture shapes and extends learners’ understanding of themselves, their own heritage, values, beliefs, culture and identity
* strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

**Aims**

The Languages curriculum aims to develop the knowledge, understanding and skills to ensure that students:

* communicate in the language they are learning
* understand the relationship between language, culture and learning
* develop intercultural capabilities
* understand themselves as communicators.

| Foundation – Level 2 | Levels 3 and 4 | Levels 5 and 6 |
| --- | --- | --- |
| **Communicating** |  |  |
| **Socialising** |  |  |
| Interact with each other and the teacher using simple language and gestures for exchanges such as greetings and farewells, thanks and introductions, and for talking about self and family | Participate in routine exchanges such as asking each other how they are, offering wishes and sharing information about aspects of their personal worlds | Interact using descriptive and expressive language to share ideas, relate experiences and express feelings such as concern or sympathy |
| Participate in guided group activities using simple repetitive language in songs, rhymes, games and transactions | Make statements, ask questions and collaborate in shared tasks such as science experiments, cooking or craft activities, building collections or swapping items | Participate in guided tasks such as organising displays, developing projects or budgeting for events |
| Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, and giving and following instructions | Follow the teacher’s instructions and use simple questions, statements and gestures to support own learning, such as asking for help or permission or attracting attention | Use questions, statements and responses to participate in learning activities, to indicate understanding and to monitor learning |
| **Informing** |  |  |
| Identify key points of information in simple texts | Locate specific points of information in different types of texts relating to social and natural worlds  *Sample* | Gather and compare information from a range of sources relating to social and cultural worlds |
| Convey factual information about self, family, friends and possessions, using simple statements, gestures and support materials | Present factual information about self, others, and home and school life, using graphic support such as photos, maps or charts | Convey information and ideas in different formats to suit specific audiences and contexts |
| **Creating** |  |  |
| Engage with a range of imaginative texts through action, dance, drawing and other forms of expression | Participate in interactive stories and performances, acting out responses, identifying favourite elements, and making simple statements about characters or themes | Share responses to characters, events and ideas in texts such as stories, cartoons or films, making connections with own experience and feelings |
| Participate in shared performance and presentation of stories, songs or nursery rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression | Create short imaginative texts that allow for exploration and enjoyment of language | Present, reinterpret or create alternative versions of songs or stories, adapting events or characters to different modes or contexts |
| **Translating** |  |  |
| Translate simple French words, phrases and gestures for family and friends, noticing how they may have similar or different meanings in English or other known languages | Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret | Translate simple texts from French to English and vice versa, noticing which words or phrases require interpretation or explanation |
| Create simple print or digital texts that use both French and English, such as labels, word banks, wall charts or ID cards | Create bilingual versions of texts such as picture dictionaries, action games or captions for images | Create own bilingual texts and learning resources such as displays, websites, newsletters or word banks |
| **Reflecting** |  |  |
| Notice how using French feels and sounds different to using own language(s) and involves behaviours as well as words | Notice what looks or feels similar or different to own language and culture when interacting in French | Compare ways of communicating in Australian and French-speaking contexts, and identify ways that culture influences language use |
| Describe themselves, the people they are close to and the ways they communicate, using simple statements and gestures | Explore their own sense of identity, including elements such as family, friends and interests, and ways of using language with different people | Reflect on aspects of own identity and language use, for example, by creating personal or group profiles or portfolios |

| Foundation – Level 2 | Levels 3 and 4 | Levels 5 and 6 |
| --- | --- | --- |
| **Understanding** |  |  |
| **Systems of language** |  |  |
| Recognise and reproduce the sounds and rhythms of spoken French, noticing how they are produced and how they are represented in words and symbols | Experiment with the pronunciation of vowel sounds, letter combinations and intonation patterns, and recognise and write high-frequency words and expressions in familiar contexts | Recognise and apply features of intonation, pronunciation and writing conventions used in different types of texts and contexts |
| Understand some first elements of French grammar, such as simple verb and gender forms, definite articles, pronouns and prepositions | Notice and apply elements of French grammar such as word order, gender and singular/plural forms, adverbs, pronouns and prepositions in simple spoken and written texts | Develop knowledge of grammatical elements such as tenses, and combine them with an increasing range of nouns, adjectives and adverbs to construct simple statements, questions and exclamations |
| Understand that language is organised as ‘texts’, which take different forms and use different structures and features to achieve their purposes | Notice differences between simple spoken, written and multimodal French texts used in familiar contexts, and compare with similar texts in English | Understand how different French texts use language in ways that create different effects and suit different audiences |
| **Language variation and change** |  |  |
| Understand that French speakers use language differently in different situations, such as in playground games, at home with the family or in the classroom | Understand that different ways of using French reflect different regions and countries, different relationships and different ways of making meaning | Understand that language is used differently in different contexts and situations |
| Understand that all languages continuously change through contact with each other and through changes in society | Understand that languages change over time and influence each other, and that French has influenced many languages, including English | Understand that the French language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge |
| Recognise that Australia is a multilingual society with speakers of many different languages, including French | Know that French is an important global language used by communities in many countries around the world and that it has connections with several other languages | Understand that there are different forms of spoken and written French used in different contexts within France and in other regions of the world |
| **Role of language and culture** |  |  |
| Understand that people use language in ways that reflect their culture, such as where and how they live and what is important to them | Notice differences between French, Australian and other cultures’ practices and how these are reflected in language | Reflect on how ways of using language are shaped by communities’ ways of thinking and behaving and may be differently interpreted by others |

*Sample*

| Foundation – Level 2 | Levels 3 and 4 | Levels 5 and 6 |
| --- | --- | --- |
| **Achievement Standard** |  |  |
| By the end of Level 2, students interact with teachers and each other through action-related talk and play. They exchange greetings such as Bonjour! Comment ça va? Très bien, merci and respond to question cues with single words or set phrases: Qu’est-ce que c’est? Un éléphant. Tu veux un croissant? Non, merci. They choose between options when responding to questions such as Tu veux le rouge ou le bleu? They rely heavily on visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They mimic French pronunciation, approximating vowel sounds and consonant combinations with some accuracy. They identify key words in spoken texts, such as names of people, places or objects. They use modelled examples and formulaic language to convey factual information at word and simple sentence level, such as making statements about themselves, their class and home environment, the weather or date. They write simple texts such as lists, labels, captions and descriptions. Students use some pronouns, prepositions and simple present tense forms of regular verbs.  Students recognise that French sounds different to English but that it uses the same alphabet when written. They recognise that some words are written the same in both languages but pronounced differently. They know that French is the language used in France and also in many other regions of the world. They recognise that language is used differently in different situations and between different people. They identify differences and similarities between their own and other’s languages and cultures. | By the end of Level 4, students interact with teachers and each other through classroom routines, action-related talk and play. They exchange greetings and wishes, respond to familiar instructions and to questions such as Qu’est-ce que c’est? and Qu’est-ce que tu fais? They share simple ideas and information, express positive and negative feelings (Je suis très contente; Je n’aime pas la pluie) and ask for help, clarification and permission. They interpret visual, non-verbal and contextual cues such as intonation, gestures and facial expressions to help make meaning. They make statements using the present tense and present + infinitive form about self, family and interests (Je suis australien et italien; J’habite à Brisbane; Je vais partir demain). They approximate the sounds, rhythms and pitch of spoken French. They comprehend simple, spoken, written, visual and multimodal texts, using cues such as context, graphics, familiar vocabulary and language features. They use modelled sentence structures to compose short original texts such as descriptions, captions or simple narratives, using conjunctions such as et and mais, and prepositions such as sous, sur and devant. They use vocabulary related to familiar contexts and their personal worlds, and apply gender and number agreements in simple constructions (une petite maison, les grands chiens).  Students recognise that French is a significant language spoken in many parts of the world, including Australia; that it is similar to English in some ways (the same alphabet and basic sentence structure, many shared words) and different in other ways (use of titles, gestures, some new sounds such as r and u, gender forms). They recognise that languages change over time and influence each other. They identify French words used in English (menu, mousse) and English words used in French (le weekend, stop!). They recognise that language may need to be adjusted to suit different situations and relationships (for example, formal and informal language, different text types). They understand that French has its own rules for pronunciation, non-verbal communication and grammar. They use terms such as verb, adjective and gender for talking about language and learning. Students understand that languages are connected with cultures, and that the French language, like their own, reflects ways of behaving and thinking as well as ways of using language.  *Sample* | By the end of Level 6, students use written and spoken French for classroom interactions and transactions, and to exchange personal ideas, experiences and feelings. They ask and answer questions in complete sentences in familiar contexts (Est-ce que je peux … ? Tu peux..… ?), using appropriate pronunciation, intonation and non-verbal communication strategies. They recognise appropriate forms of address for different audiences, using tu forms with friends and family members, and using vous for teachers and other adults or when more than one person is involved. They gather and compare information from a range of texts. They identify key points and supporting details when reading and listening, and interpret and translate short community texts such as signs or notices. They create connected texts such as descriptions, conversations and picture books, using structured models and processes of drafting and re-drafting. They convey information in different formats to suit specific audiences and contexts. Students use present tense verb forms, conjunctions and connectives (et, mais, parce que, plus tard, maintenant), positive and negative statements (j’ai trois amis, je n’ai plus d’amis), and adverbs such as (très, aussi, beaucoup, un peu and lentement). They recognise and use with support verb forms such as le futur proche (je vais + l’infinitif) and le passé composé (j’ai + regular forms of past participle) as set phrases. They recognise l’imparfait when reading (c’était, il était) but do not yet use it in their own speech or writing. They use possessive pronouns and adjectives with modelling and support, and prepositions to mark time and place (avant, après, devant, derrière).  Students recognise differences between spoken and written forms of French, comparing them with English and other known languages. They identify differences in commonly-used text types (for example, greetings, instructions and menus), commenting on differences in language features and text structures. They use metalanguage for language explanation (for example, formal and informal language, body language) and for reflecting on the experience of French language and culture learning. They recognise relationships between parts of words (suffixes, prefixes) and stems of words (préparer, préparation; le marché, le supermarché, l’hypermarché). Students make comparisons between French and their own language and culture, drawing from texts which relate to familiar routines and daily life (la vie scolaire, la famille, les courses, les loisirs, la cuisine). They explain to others French terms and expressions that reflect cultural practices (bon appétit, bonne fête). They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural groups. |

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| Levels 7 and 8 | Levels 9 and 10 |
| **Communicating** |  |
| **Socialising** |  |
| Participate in a range of spoken and written interactions, for example, exchanging views or experiences, apologising or excusing, inviting or congratulating | Discuss and compare young people’s interests, behaviours and values across cultural contexts, using formal and informal registers |
| Engage in tasks and activities that involve negotiation and problem-solving | Engage in shared activities such as planning and managing events, exchanging resources and information |
| Interact in classroom activities and discussions through asking and responding to open-ended questions, offering opinions and explaining positions | Compare and reflect on the experience of learning and using French |
| **Informing** |  |
| Access, summarise and analyse information from different sources relating to contemporary community and lifestyle issues | Research and evaluate information from different perspectives on local and global issues, identifying how culture and context affect how information is presented |
| Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences | Convey information on selected topics, using different modes of presentation to suit different audiences or to achieve different purposes |
| **Creating** |  |
| Respond to a variety of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences | Analyse how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence |
| Create simple songs, plays or stories to entertain others, involving imagined contexts and characters | Create imaginative texts involving moods and effects designed to engage different audiences |
| **Translating** |  |
| Translate and interpret texts, compare own translation to classmates’, and consider why there might be differences in interpretation and how language reflects elements of culture  *Sample* | Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another |
| Create bilingual texts such as glossaries, menus, captions or brochures, identifying words or expressions that carry specific cultural meaning in either language | Create glossaries to interpret cultural aspects of contemporary and traditional French texts |
| **Reflecting** |  |
| Reflect on cultural differences between French and English communicative styles and on how these affect intercultural interactions | Reflect on the experience of learning and using French, considering how intercultural communication involves shared responsibility for meaning making |
| Consider how own biography including family origins, traditions, interests and experience, impacts on identity and communication | Reflect on own cultural identity and how it shapes personal ways of communicating and thinking |
| **Understanding** |  |
| **Systems of language** |  |
| Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression, and notice how they combine to make or to change meaning | Increase control of regular and irregular elements of spoken and written French, using elements such as liaisons, accents and expression |
| Understand and control additional elements of French grammar such as compound tenses, irregular and reflexive verb forms, verb moods and modalities | Analyse how grammatical elements such as tenses and verb moods impact on the making of meaning |
| Analyse the structure and organisation of a range of texts created for purposes such as information exchange or social interaction | Analyse how different types of text incorporate cultural and contextual elements |
| **Language variation and change** |  |
| Examine how elements of communication such as gestures, facial expressions and choice of [language](http://vcaa2015.esa.edu.au/glossary/popup?a=L&t=Language) vary according to context and situation | Analyse and explain how and why language is used differently in different contexts and relationships |
| Reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted | Explore changes to both French and Australian English, and identify reasons for these changes, such as technology, popular culture and intercultural exchange |
| Investigate the nature and extent of French language use in both Australian and global contexts | Identify examples of French language used to influence social and cultural relationships and practices |
| **Role of language and culture** |  |
| Reflect on different aspects of the cultural dimension of learning and using French | Understand that language and culture are interrelated, that they shape and are shaped by each other |

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| Levels 7 and 8 | Levels 9 and 10 |
| **Achievement Standard** |  |
| By the end of Level 8, students use written and spoken French to interact with teachers, peers and others and exchange experiences, opinions and views. They use descriptive and expressive language to talk and write about immediate environments, personal interests and feelings and technical language to discuss issues of wider interest (for example, les nouvelles téchnologies, les rapports entre les générations, le travail, la musique). They ask, give and follow directions and instructions, using phrases such as prenez la deuxième rue à gauche ..., suivez le boulevard jusqu’à ... and choisissez la photo. They locate and analyse information from different sources presenting it in modes and formats suitable for the intended audience. They use strategies such as emphasis, repetition and summary to support fluency and expression in shared reading, performances, discussions and debate. They plan, draft and present imaginative, informative and persuasive texts, using simple and compound sentences to structure arguments, and to explain or justify a position. Students use regular verbs in the passé composé form independently as well as high-frequency irregular verbs such as faire, être and avoir. They use declarative, imperative and interrogative verbs in affirmative and negative forms. They interpret and translate language which has colloquial or cultural associations in either French or Australian English, providing alternative expressions when equivalence is not possible (for example, à tout à l’heure, good on ya!). They make appropriate language choices when communicating in French in different contexts and situations.  Students use metalanguage to explain language features and elements, using appropriate grammatical terms (tenses, genres, agreement). They identify how language features such as vocabulary, tenor and register serve different purposes in different modes. They make connections between texts and contexts, comparing expression and representation in similar texts from different cultural contexts (for example, invitations to celebrations or ceremonies, postcards or letters between friends). Students identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use. They reflect on their own ways of communicating, considering how these might be interpreted by others. | By the end of Level 10, students use written and spoken French to communicate with teachers, peers and others in a range of settings and for a range of purposes They use language to access and exchange information on a broad range of social, cultural and youth-related issues (for example, student politics and priorities, the environment, virtual worlds). They socialise, express feelings and opinions, and participate in different modes of imaginative and creative expression, such as songs, skits, interviews and performances. They initiate conversations and discussion (Qu’est-ce que vous pensez au sujet de ... ? A mon avis ...), change or elaborate on topics (Oui, mais … d’autre part ...), and provide feedback and encouragement (En effet - c’est intéressant; et toi, qu’est-ce que tu en dis?). They employ self-correction and repair strategies, and use non-verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest. They locate and evaluate information on local and global issues from a range of perspectives and sources. They produce informative, persuasive and imaginative texts, incorporating relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices. Students use présent, passé composé, imparfait and futur proche tenses in their own texts, and the conditional tense to express intention or preference (for example, Je voudrais aller au cinéma ce soir). They understand and use with support future and plus-que-parfait tenses. Students translate and interpret a range of French and English texts, comparing versions and analysing processes.  Students explain differences between spoken and written French, and recognise the contribution of non-verbal elements of spoken communication and the crafted nature of written text (for example, grammatical elaboration, cohesion). They recognise the blurring of these differences in some modes of communication such as text messages, emails or conversation transcripts. They describe how languages change, borrow from, build upon and blend with each other (le franglais). They understand the power of language to shape relationships, to include and exclude. They recognise and use appropriate terminology to explain some irregularities of grammatical patterns and rules (irregular verb forms, different word order of some adjective-noun combinations), and textual conventions associated with familiar genres such as invitations, apologies or music reviews. They reflect on their own cultural perspectives and consider how these are impacted by French language and culture learning. |

*Sample*

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| Levels 7 and 8 | Levels 9 and 10 |
| **Communicating** |  |
| **Socialising** |  |
| Participate in a range of spoken and written interactions, for example, exchanging views or experiences, apologising or excusing, inviting or congratulating | Discuss and compare young people’s interests, behaviours and values across cultural contexts, using formal and informal registers |
| Engage in tasks and activities that involve negotiation and problem-solving | Engage in shared activities such as planning and managing events, exchanging resources and information |
| Interact in classroom activities and discussions through asking and responding to open-ended questions, offering opinions and explaining positions | Compare and reflect on the experience of learning and using French |
| **Informing** |  |
| Access, summarise and analyse information from different sources relating to contemporary community and lifestyle issues | Research and evaluate information from different perspectives on local and global issues, identifying how culture and context affect how information is presented |
| Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences | Convey information on selected topics, using different modes of presentation to suit different audiences or to achieve different purposes |
| **Creating** |  |
| Respond to a variety of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences | Analyse how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence |
| Create simple songs, plays or stories to entertain others, involving imagined contexts and characters | Create imaginative texts involving moods and effects designed to engage different audiences |
| **Translating** |  |
| Translate and interpret texts, compare own translation to classmates’, and consider why there might be differences in interpretation and how language reflects elements of culture | Consider the nature of translating and interpreting and the role of culture when transferring meaning from one language to another |
| Create bilingual texts such as glossaries, menus, captions or brochures, identifying words or expressions that carry specific cultural meaning in either language | Create glossaries to interpret cultural aspects of contemporary and traditional French texts |
| **Reflecting** |  |
| Reflect on cultural differences between French and English communicative styles and on how these affect intercultural interactions | Reflect on the experience of learning and using French, considering how intercultural communication involves shared responsibility for meaning making |
| Consider how own biography including family origins, traditions, interests and experience, impacts on identity and communication | Reflect on own cultural identity and how it shapes personal ways of communicating and thinking |
| **Understanding** |  |
| **Systems of language** |  |
| Recognise individual elements of spoken and written words, phrases and non-verbal forms of expression, and notice how they combine to make or to change meaning | Increase control of regular and irregular elements of spoken and written French, using elements such as liaisons, accents and expression |
| Understand and control additional elements of French grammar such as compound tenses, irregular and reflexive verb forms, verb moods and modalities | Analyse how grammatical elements such as tenses and verb moods impact on the making of meaning |
| Analyse the structure and organisation of a range of texts created for purposes such as information exchange or social interaction | Analyse how different types of text incorporate cultural and contextual elements |
| **Language variation and change** |  |
| Examine how elements of communication such as gestures, facial expressions and choice of [language](http://vcaa2015.esa.edu.au/glossary/popup?a=L&t=Language) vary according to context and situation | Analyse and explain how and why language is used differently in different contexts and relationships |
| Reflect on changes in their own use of language(s) over time, noticing how and when new ways are adopted or existing ways adapted | Explore changes to both French and Australian English, and identify reasons for these changes, such as technology, popular culture and intercultural exchange |
| Investigate the nature and extent of French language use in both Australian and global contexts | Identify examples of French language used to influence social and cultural relationships and practices |
| **Role of language and culture** |  |
| Reflect on different aspects of the cultural dimension of learning and using French | Understand that language and culture are interrelated, that they shape and are shaped by each other |

*Sample*

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| --- | --- |
| Levels 7 and 8 | Levels 9 and 10 |
| **Achievement Standard** |  |
| By the end of Level 8, students use written and spoken French to interact with teachers, peers and others and exchange experiences, opinions and views. They use descriptive and expressive language to talk and write about immediate environments, personal interests and feelings and technical language to discuss issues of wider interest (for example, les nouvelles téchnologies, les rapports entre les générations, le travail, la musique). They ask, give and follow directions and instructions, using phrases such as prenez la deuxième rue à gauche ..., suivez le boulevard jusqu’à ... and choisissez la photo. They locate and analyse information from different sources presenting it in modes and formats suitable for the intended audience. They use strategies such as emphasis, repetition and summary to support fluency and expression in shared reading, performances, discussions and debate. They plan, draft and present imaginative, informative and persuasive texts, using simple and compound sentences to structure arguments, and to explain or justify a position. Students use regular verbs in the passé composé form independently as well as high-frequency irregular verbs such as faire, être and avoir. They use declarative, imperative and interrogative verbs in affirmative and negative forms. They interpret and translate language which has colloquial or cultural associations in either French or Australian English, providing alternative expressions when equivalence is not possible (for example, à tout à l’heure, good on ya!). They make appropriate language choices when communicating in French in different contexts and situations.  *Sample*  Students use metalanguage to explain language features and elements, using appropriate grammatical terms (tenses, genres, agreement). They identify how language features such as vocabulary, tenor and register serve different purposes in different modes. They make connections between texts and contexts, comparing expression and representation in similar texts from different cultural contexts (for example, invitations to celebrations or ceremonies, postcards or letters between friends). Students identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use. They reflect on their own ways of communicating, considering how these might be interpreted by others. | By the end of Level 10, students use written and spoken French to communicate with teachers, peers and others in a range of settings and for a range of purposes They use language to access and exchange information on a broad range of social, cultural and youth-related issues (for example, student politics and priorities, the environment, virtual worlds). They socialise, express feelings and opinions, and participate in different modes of imaginative and creative expression, such as songs, skits, interviews and performances. They initiate conversations and discussion (Qu’est-ce que vous pensez au sujet de ... ? A mon avis ...), change or elaborate on topics (Oui, mais … d’autre part ...), and provide feedback and encouragement (En effet - c’est intéressant; et toi, qu’est-ce que tu en dis?). They employ self-correction and repair strategies, and use non-verbal elements such as gestures, pacing and pitch to maintain momentum and engage interest. They locate and evaluate information on local and global issues from a range of perspectives and sources. They produce informative, persuasive and imaginative texts, incorporating relative clauses and adverbial phrases, using some specialised vocabulary and cohesive devices. Students use présent, passé composé, imparfait and futur proche tenses in their own texts, and the conditional tense to express intention or preference (for example, Je voudrais aller au cinéma ce soir). They understand and use with support future and plus-que-parfait tenses. Students translate and interpret a range of French and English texts, comparing versions and analysing processes.  Students explain differences between spoken and written French, and recognise the contribution of non-verbal elements of spoken communication and the crafted nature of written text (for example, grammatical elaboration, cohesion). They recognise the blurring of these differences in some modes of communication such as text messages, emails or conversation transcripts. They describe how languages change, borrow from, build upon and blend with each other (le franglais). They understand the power of language to shape relationships, to include and exclude. They recognise and use appropriate terminology to explain some irregularities of grammatical patterns and rules (irregular verb forms, different word order of some adjective-noun combinations), and textual conventions associated with familiar genres such as invitations, apologies or music reviews. They reflect on their own cultural perspectives and consider how these are impacted by French language and culture learning. |

# Personal and Social Capability

**Rationale**

The Personal and Social Capability is essential in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills, and handle challenging situations constructively.

The Personal and Social Capability supports students in becoming creative and confident individuals with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing, with a sense of hope and optimism about their lives and the future. On a social level, it helps students to form and maintain healthy relationships and prepares them for their potential life roles as family, community and workforce members.

The Personal and Social Capability encompasses students' personal/emotional and social/relational dispositions, intelligences, and sensibilities. Although it is named ‘Personal and Social Capability’, the words ‘personal/emotional’ and ‘social/relational’ are used interchangeably throughout the literature and within educational organisations. The term ‘Social and Emotional Learning’ is also often used, as is the SEL acronym.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) evidence-based approach and definitions of Social and Emotional Learning (SEL) are the best known and most highly respected in the world today, and provide an excellent framework for integrating the academic, emotional and social dimensions of learning.

**Aims**

The Personal and Social Capability curriculum aims to develop knowledge, understandings and skills to enable students to:

* recognise, understand and evaluate the expression of emotions
* demonstrate an awareness of their personal qualities and the factors that contribute to resilience
* develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community
* understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships
* work effectively in teams and develop strategies to manage challenging situations constructively.

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Self-Awareness and Management** |  |  |  |
| **Recognition and expression of emotions** |  |  |  |
| React to people and express emotions | Respond to people or events and demonstrate a range of emotions | Name emotions shown by self and match these emotions to familiar events or experiences | Name a range of emotions and describe how these are expressed or shown |
| **Development of resilience** |  |  |  |
| Identify significant objects and people and make a choice between alternatives to show what they like | Indicate the personal characteristics and the abilities they possess | Change, accept and reject things based on their personal preference | Identify characteristics of self and share their likes and dislikes |
| Experience problems within everyday situations and assist to implement routine and accept assistance from familiar adults to manage problems | Follow teacher direction and orientate their attention to an activity or person and persist in a task when supported by teacher | Try a variety of activities and completing some steps in a set routine independently | Identify situations that could be a problem or challenge and discuss relevant self-help skills |
| **Social Awareness and Management** |  |  |  |
| **Relationships and diversity** |  |  |  |
| Identify significant people by gesturing, vocalising or orienting towards them | Identify members of their family and some members of their class | Identify familiar adults and explore groups they belong to | Categorise familiar people and members of their family and class |
| Supported to interact with others | Participate in routine activities and interact with others in a range of familiar contexts instigated by the teacher | Follow adult directions to intentionally participate in class activities and follow rules and routines | Work with various peers, including participating in an activity they didn’t like |
| **Collaboration** |  |  |  |
| Develop ability to focus attention on others and acknowledge their presence | Demonstrate some simple social skills including attending to others, greeting, and following adult directions | Follow basic social rules regarding the sharing and care of property and social expectations regarding behaviour | Respond to others in group situations, playing or working in a small group cooperatively |
| Interact with another showing cooperation | Demonstrate awareness of basic social rules by responding to assistance provided by an adult | Identify reactions and solutions to familiar social problems in supported situations | Demonstrate some understanding that negative words and actions are hurtful and that their behaviour can impact on others |
| **Achievement Standard** |  |  |  |
| By the end of Level A students express emotions in relation to a current situation. They indicate a preference between two alternatives. They recognise and react to significant people. They accept assistance from a familiar adult when faced with a problem and undertake simple routine tasks coactively.  Students react to the attention of others and focus on significant people and watch and respond to others showing cooperation. | By the end of Level B, students express a range of basic emotions that indicate their feelings. They explore personal characteristics and abilities. Students focus on a task demonstrating persistence.  Students recognise familiar people and demonstrate ways to interact with others. They respond to teacher prompts to follow basic social rules when working alongside others. | By the end of Level C, students can recognise some key emotions and identify events or people that impact on these feelings. They can complete some familiar tasks unaided and try some new activities.  Students identify and name some class members and familiar adults. They follow simple rules, participate in group activities cooperatively, take turns and share some items. When prompted they can identify acceptable and unacceptable ways to behave in familiar situations. | At Level D, students can name emotional responses and identify the cause of emotions. They can identify some characteristics of self. They use cues and prompts to solve simple problems.  Students can identify people associated with particular events and routines. They attend to and implement some basic social rules. They cooperate with others when working or playing in groups, showing an understanding of the impact of their behaviour on others. |

| Foundation Level | Levels 1 and 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| --- | --- | --- | --- | --- | --- |
| **Self-Awareness and Management** | | | | | |
| **Recognition and expression of emotions** | | | | | |
| Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations | Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions | Identify and explore the expression of emotions in social situations and the impact on self and others | Explore the links between their emotions and their behaviour | Describe how and why emotional responses may change in different contexts | Evaluate emotional responses and the management of emotions in a range of contexts |
| **Development of resilience** | | | | | |
| Identify their likes and dislikes, needs and wants, abilities and strengths | Identify personal strengths and describe how these strengths are useful in school or family life | Identify personal strengths and select personal qualities that could be further developed | Reflect on how personal strengths have assisted in achieving success at home, at school or in the community | Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement | Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge |
| Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems | Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations | Identify how persistence and adaptability can be used when faced with challenging situations and change | Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations | Discuss the range of strategies that could be used to cope with difficult tasks or changing situations | Analyse the significance of independence and individual responsibility in the completion of challenging tasks |
|  |  | Name and describe the skills required to work independently | Identify the skills for working independently and describe their performance when undertaking independent tasks | Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals | Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection |
| **Social Awareness and Management** | | | | | |
| **Relationships and diversity** | | | | | |
| Identify a range of groups to which they, their family and members of their class belong | Identify how families can have a range of relationships | Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion | Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences | Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others | Analyse how divergent values and beliefs contribute to different perspectives on social issues |
| Practise the skills required to include others and make friends with peers, teachers and other adults | Listen to others’ ideas, and recognise that others may see things differently | Describe the ways in which similarities and differences can affect relationships | Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual | Investigate human rights and discuss how these contribute to a cohesive community | Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights |
|  | Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour | Identify the importance of including others in activities, groups and games | Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved | Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed | Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships |

| Foundation Level | Levels 1 and 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
| --- | --- | --- | --- | --- | --- |
| **Collaboration** | | | | | |
| Name and practise basic skills required to work collaboratively with peers | Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks | Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate | Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and assess both their own and their team’s performance when undertaking various roles | Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team | Evaluate own and others contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate task achievement and make recommendations for improvements in relation to team goals |
| Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict | Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict | Identify conflicts commonly experienced in peer groups and suggest possible causes and resolutions | Describe the various causes of conflict and evaluate possible strategies to address conflict | Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict | Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts |
| **Achievement Standard** |  |  |  |  |  |
| By the end of Foundation level, students identify and express a range of emotions in their interactions with others. They recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths. They recognise that attempting new and challenging tasks are an important part of their development.  Students identify different types of relationships. They begin to identify and practise basic skills for including and working with others in groups. | By the end of Level 2, students show an awareness of the feelings and needs of others. They identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life. They recognise the importance of persisting when faced with new and challenging tasks.  Students recognise the diversity of families and communities. They describe similarities and differences in points of view between themselves and others. They demonstrate ways to interact with and care for others. They describe their contribution to group tasks. They practise solving simple problems, recognising there are many ways to resolve conflict. | By the end of Level 4, students explain the consequences of emotional responses in a range of social situations. They recognise personal strengths and challenges and identify skills they would like to develop. They suggest strategies for coping with difficult situations. They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful.  Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups. They describe factors that contribute to positive relationships with peers, other people at school and in the community. They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities. They identify a range of conflict resolution strategies to negotiate positive outcomes to problems. | By the end of Level 6, students describe different ways to express emotions and the relationship between emotions and behaviour. They describe the influence that personal qualities and strengths have on achieving success. They undertake some extended tasks independently and describe task progress. They identify and describe personal attributes important in developing resilience.  Students recognise and appreciate the uniqueness of all people. They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. They identify characteristics of respectful relationships. They contribute to groups and teams suggesting improvements for methods used in group projects and investigations. They identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations. | By the end of Level 8, students reflect on the influence of emotions on behaviour, learning and relationships. They use feedback to identify their achievements and prioritise areas for improvement. They initiate and undertake some tasks independently, within negotiated time frames and use criteria to review their work. They reflect on strategies to cope with difficult situations and are able justify their choice of strategy demonstrating knowledge of resilience and adaptability.  Students explain the impact of valuing diversity and promoting human rights in the community. They explore the values and beliefs of different groups in society. They identify indicators of respectful relationships in a range of social and work-related situations. They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives. They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations. | By the end of Level 10, students reflect critically on their emotional responses to challenging situations in a wide range of contexts. They demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks. They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges.  Students analyse the effects of actions that repress human rights and limit the expression of diverse views. They analyse factors that influence different types of relationships. They critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks. They develop and apply criteria to evaluate the outcomes of group tasks and make recommendations for improvements. They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts. |

# Science

**Rationale**

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world by exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the world around them and the way it has changed and changes as a result of human activity.

**Aims**

The Science curriculum aims to ensure that students develop:

* an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
* an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
* an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning, planning and conducting experiments and investigations based on ethical principles, collecting and analysing data, evaluating results, and drawing critical, evidence-based conclusions
* an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
* an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
* an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
* a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Science Understanding** |  |  |  |
| **Science as a human endeavour** |  |  |  |
| There are objects in the world around us | Objects and the world around us can be explored | Objects and parts of the world around us have names and particular characteristics | Science is about exploring the world around me |
| **Biological sciences** |  |  |  |
| Living things are part of the world around us | Living things can look and feel different | Living things have different names and parts | Living things can be plants or animals |
| **Chemical sciences** |  |  |  |
| Objects are part of the world around us | Objects can be the same or different and can look and feel different | Objects have different names and properties, and some can be manipulated and changed | Objects can be sorted into groups based on their properties, and some objects can be mixed and changed |
| **Earth and space sciences** |  |  |  |
| Changes in the world around us can affect responses | The weather and time of day can change | Weather involves sun, rain, wind and clouds and can be hot, cold and warm | The weather and time of day affect events and clothing choices |
| **Physical sciences** |  |  |  |
| Objects can be moved and touched | Objects can be changed and manipulated | Objects can move in different ways | The shape of objects will affect how they move |
| **Science Inquiry Skills** |  |  |  |
| **Questioning and predicting** |  |  |  |
| Engage and react to objects and events | Engage in simple cause-and-effect exploration | Supported to engage in simple scientific inquiry | Actively join in exploration of familiar objects and events |
| **Planning and conducting** |  |  |  |
| Gather information about objects and events | Explore using their senses | Supported to use the senses to identify some characteristics | Actively observe, explore and manipulate |
| **Recording and processing** |  |  |  |
| React and respond to objects and events | Use ‘yes’ or ‘no’ response, pictures, photos and concrete objects to demonstrate their findings | Use pictures and words to describe observations and findings and begin to categorise objects | Use pictures, words and provided simple graphic organisers to record observations and findings and sort objects into groups based on particular characteristics |
| **Analysing and evaluating** |  |  |  |
| Accept and reject objects and events from the world around them | Supported to make links between causes and effects | Make links between observations and findings | Use words to answer simple questions about observations and findings |
| **Communicating** |  |  |  |
| Communicate by initiating and refining their responses and using accept-or-reject gestures or actions | Respond to language used to label and describe properties and begin to identify familiar objects | Use pictures, symbols, concrete objects and/or simple familiar words to facilitate communication | Use both general terms and simple, scientific vocabulary to begin to describe their activities and observations |
| **Achievement Standard** |  |  |  |
| By the end of Level A, students react to the properties and behaviour of familiar objects. They react to environmental changes and respond to their effects through a positive or negative response. Students initiate and communicate a response to, or acceptance or rejection of, familiar objects and events. | By the end of Level B, students can identify some familiar objects. They actively explore the properties of familiar objects and deliberately initiate a cause to achieve the expected effect. In structured situations, teachers assist the student to record observations of the weather, familiar objects and events using real objects and visual aids. They communicate their choices and indicate ‘yes’ and ‘no’ responses to simple questions. | By the end of Level C, students participate in structured investigations that look at the names and properties of living things and objects. They label, sort and group objects based on one specific property or characteristic. Students share discoveries through alternative augmentative communication and the use of objects, images and pictures. | By the end of Level D, students can identify and label many familiar objects and indicate some of their properties by using gestures, words, images and objects. They can sort objects based on two properties and can identify key characteristics of familiar plants and animals. Students can identify some ways the weather affects the environment and their clothing choices. Students share and demonstrate their understanding of objects and events through images, pictures, alternative and augmentative communication and simple statements. |

| Foundation – Level 2 | Levels 3 and 4 | Levels 5 and 6 |
| --- | --- | --- |
| **Science Understanding** |  |  |
| **Science as a human endeavour** |  |  |
| People use science in their daily lives | Science knowledge helps people to understand the effects of their actions | Scientific understandings, discoveries and inventions are used to inform personal and community decisions and to solve problems that directly affect people’s lives |
| **Biological sciences** |  |  |
| Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met | Living things can be grouped on the basis of observable features and can be distinguished from non-living things | Living things have structural features and adaptations that help them to survive in their environment |
| Living things grow, change and have offspring similar to themselves | Different living things have different life cycles and depend on each other and the environment to survive | The growth and survival of living things are affected by the physical conditions of their environment |
| **Chemical sciences** |  |  |
| Objects are made of materials that have observable properties | A change of state between solid and liquid can be caused by adding or removing heat | Solids, liquids and gases behave in different ways and have observable properties that help to classify them |
| Everyday materials can be physically changed or combined with other materials in a variety of ways for particular purposes | Natural and processed materials have a range of physical properties; these properties can influence their use | Changes to materials can be reversible, including melting, freezing, evaporating, or irreversible, including burning and rusting |
| **Earth and space sciences** |  |  |
| Observable changes occur in the sky and landscape; daily and seasonal changes affect everyday life | Earth’s rotation on its axis causes regular changes, including night and day | Earth is part of a system of planets orbiting around a star (the Sun) |
| Earth’s resources are used in a variety of ways | Earth’s surface changes over time as a result of natural processes and human activity | Sudden geological changes or extreme weather conditions can affect Earth’s surface |
| **Physical sciences** |  |  |
| The way objects move depends on a variety of factors including their size and shape: a push or a pull affects how an object moves or changes shape | Heat can be produced in many ways and can move from one object to another; a change in the temperature of an object is related to the gain or loss of heat by the object | Light from a source forms shadows and can be absorbed, reflected and refracted |
| Light and sound are produced by a range of sources and can be sensed | Forces can be exerted by one object on another through direct contact or from a distance | Energy from a variety of sources can be used to generate electricity; electric circuits enable this energy to be transferred to another place and then to be transformed into another form of energy |
| **Science Inquiry Skills** |  |  |
| **Questioning and predicting** |  |  |
| Respond to and pose questions, and make predictions about familiar objects and events | With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge | With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be based on previous experiences or general rules |
| **Planning and conducting** |  |  |
| Participate in guided investigations, including making observations using the senses, to explore and answer questions | Suggest ways to plan and conduct investigations to find answers to questions including consideration of the elements of fair tests | With guidance, plan appropriate investigation types to answer questions or solve problems and use equipment, technologies and materials safely, identifying potential risks |
|  | Safely use appropriate materials, tools, equipment and technologies | Decide which variables should be changed, measured and controlled in fair tests and accurately observe, measure and record data |

| Foundation – Level 2 | Levels 3 and 4 | Levels 5 and 6 |
| --- | --- | --- |
| **Recording and processing** |  |  |
| Use informal measurements in the collection and recording of observations | Use formal measurements in the collection and recording of observations | Construct and use a range of representations, including tables and graphs, to record, represent and describe observations, patterns or relationships in data |
| Use a range of methods, including drawings and provided tables, to sort information | Use a range of methods including tables and column graphs to represent data and to identify patterns and trends |  |
| **Analysing and evaluating** |  |  |
| Compare observations and predictions with those of others | Compare results with predictions, suggesting possible reasons for findings | Compare data with predictions and use as evidence in developing explanations |
|  | Reflect on an investigation, including whether a test was fair or not | Suggest improvements to the methods used to investigate a question or solve a problem |
| **Communicating** |  |  |
| Represent and communicate observations and ideas about changes in objects and events in a variety of ways | Represent and communicate observations, ideas and findings to show patterns and relationships using formal and informal scientific language | Communicate ideas and processes using evidence to develop explanations of events and phenomena and to identify simple cause-and-effect relationships |
| **Achievement Standard** |  |  |
| By the end of Level 2, students describe examples of how people use science in their daily lives. They identify and describe examples of the external features and basic needs of living things. They describe how different places meet the needs of living things. They describe the properties, behaviour, uses and the effects of interacting with familiar materials and objects. They discuss how light and sound can be produced and sensed. They identify and describe the changes to objects, materials, resources, living things and things in their local environment. They suggest how the environment affects them and other living things.  Students pose and respond to questions about familiar objects and events and predict outcomes of investigations. They use their senses to explore the world around them and record informal measurements to make and compare observations. They record, sort and represent their observations and communicate their ideas to others. | By the end of Level 4, students describe situations where science understanding can influence their own and others’ actions. They explain the effects of Earth’s rotation on its axis. They distinguish between temperature and heat and use examples to illustrate how heat is produced and transferred. They explain how heat is involved in changes of state between solid and liquid. They link the physical properties of materials to their use. They discuss how natural and human processes cause changes to Earth’s surface. They use contact and non-contact forces to describe interactions between objects. They group living things based on observable features and distinguish them from non-living things. They describe relationships that assist the survival of living things. They compare the key stages in the life cycle of a plant and an animal and relate life cycles to growth and survival.  Students describe how they use science investigations to identify patterns and relationships and to respond to questions. They follow instructions to identify questions that they can investigate about familiar contexts and make predictions based on prior knowledge. They discuss ways to conduct investigations and suggest why a test was fair or not. They safely use equipment to make and record formal measurements and observations. They use provided tables and column graphs to organise and identify patterns and trends in data. Students suggest explanations for observations and compare their findings with their predictions. They use formal and informal scientific language to communicate their observations, methods and findings. | By the end of Level 6, students explain how scientific knowledge is used in decision making and develops from many people’s contributions. They discuss how scientific understandings, discoveries and inventions affect peoples’ lives. They compare the properties and behaviours of solids, liquids and gases. They compare observable changes to materials and classify these changes as reversible or irreversible. They explain everyday phenomena associated with the absorption, reflection and refraction of light. They compare different ways in which energy can be transformed from one form to another to generate electricity and evaluate their suitability for particular purposes. They construct electric circuits and distinguish between open and closed circuits. They explain how natural events cause rapid change to Earth’s surface and use models to describe the key features of our Solar System. They analyse how structural and behavioural adaptations of living things enhance their survival, and predict and describe the effect of environmental changes on individual living things.  Students follow procedures to develop questions that they can investigate and design investigations into simple cause-and-effect relationships. When planning experimental methods, they identify and justify the variables they choose to change and measure in fair tests. They make predictions based on previous experiences or general rules. They identify and manage potential safety risks. They make and record accurate observations as tables, diagrams or descriptions. They organise data into tables and graphs to identify and analyse patterns and relationships. They compare patterns in data with their predictions when explaining their findings. They suggest where improvements to their experimental methods or research could improve the quality of their data. They refer to data when they report findings and use appropriate representations and simple reports to communicate their ideas, methods, findings and explanations. |

| Levels 7 and 8 | Levels 9 and 10 |
| --- | --- |
| **Science Understanding** |  |
| **Science as a human endeavour** |  |
| Scientific knowledge and understanding of the world changes as new evidence becomes available; science knowledge can develop through collaboration and connecting ideas across the disciplines and practice of science | Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community |
| Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations | Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries |
|  | The values and needs of contemporary society can influence the focus of scientific research |
| **Biological sciences** |  |
| There are differences within and between groups of organisms; classification helps organise this diversity | Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment |
| Cells are the basic units of living things and have specialised structures and functions | An animal’s response to a stimulus is coordinated by its central nervous system (brain and spinal cord); neurons transmit electrical impulses and are connected by synapses |
| Interactions between organisms can be described in terms of food chains and food webs and can be affected by human activity | The transmission of heritable characteristics from one generation to the next involves DNA and genes |
| Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce | The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence |
|  | Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems |
| **Chemical sciences** |  |
| Mixtures, including solutions, contain a combination of pure substances that can be separated using a range of techniques | All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms |
| The properties of the different states of matter can be explained in terms of the motion and arrangement of particles | The atomic structure and properties of elements are used to organise them in the periodic table |
| Differences between elements, compounds and mixtures can be described by using a particle model | Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed |
| Chemical change involves substances reacting to form new substances | Different types of chemical reactions are used to produce a range of products and can occur at different rates; chemical reactions may be represented by balanced chemical equations |
|  | Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer |
| **Earth and space sciences** |  |
| Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the Sun, Earth and the Moon | The theory of plate tectonics explains global patterns of geological activity and continental movement |
| Some of Earth’s resources are renewable, but others are non-renewable | Global systems, including the carbon cycle, rely on interactions involving the atmosphere, biosphere, hydrosphere and lithosphere |
| Water is an important resource that cycles through the environment | The Universe contains features including galaxies, stars and solar systems; the Big Bang theory can be used to explain the origin of the Universe |
| Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales |  |
| **Physical sciences** |  |
| Change to an object’s motion is caused by unbalanced forces acting on the object ; Earth’s gravity pulls objects towards the centre of Earth | Electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by the concepts of voltage and current |
| Energy appears in different forms including movement (kinetic energy), heat, light, chemical energy and potential energy; devices can change energy from one form to another | The interaction of magnets can be explained by a field model; magnets are used in the generation of electricity and the operation of motors |
| Light can form images using the reflective feature of curved mirrors and the refractive feature of lenses, and can disperse to produce a spectrum which is part of a larger spectrum of radiation | Energy flow in Earth’s atmosphere can be explained by the processes of heat transfer |
| The properties of sound can be explained by a wave model | The explanation of the motion of objects involves the interaction of forces and the exchange of energy and can be described and predicted using the laws of physics |
| **Science Inquiry Skills** |  |
| **Questioning and predicting** |  |
| Identify questions, problems and claims that can be investigated scientifically and make predictions based on scientific knowledge | Formulate questions or hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables |
| **Planning and conducting** |  |
| Collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed | Independently plan, select and use appropriate investigation types, including fieldwork and laboratory experimentation, to collect reliable data, assess risk and address ethical issues associated with these investigation types |
| In fair tests, measure and control variables, and select equipment to collect data with accuracy appropriate to the task | Select and use appropriate equipment and technologies to systematically collect and record accurate and reliable data, and use repeat trials to improve accuracy, precision and reliability |
| **Recording and processing** |  |
| Construct and use a range of representations including graphs, keys and models to record and summarise data from students’ own investigations and secondary sources, and to represent and analyse patterns and relationships | Construct and use a range of representations, including graphs, keys, models and formulas, to record and summarise data from students’ own investigations and secondary sources, to represent qualitative and quantitative patterns or relationships, and distinguish between discrete and continuous data |
| **Analysing and evaluating** |  |
| Use scientific knowledge and findings from investigations to identify relationships, evaluate claims and draw conclusions | Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence |
| Reflect on the method used to investigate a question or solve a problem, including evaluating the quality of the data collected, and identify improvements to the method | Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems, critically analysing the validity of information obtained from primary and secondary sources, suggesting possible alternative explanations and describing specific ways to improve the quality of data |
| **Communicating** |  |
| Communicate ideas, findings and solutions to problems including identifying impacts and limitations of conclusions and using appropriate scientific language and representations | Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations |

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| --- | --- |
| Levels 7 and 8 | Levels 9 and 10 |
| **Achievement Standard** |  |
| By the end of Level 8, students explain how evidence has led to an improved understanding of a scientific idea. They discuss how science knowledge can be applied to generate solutions to contemporary problems and explain how these solutions may impact on society. They investigate different forms of energy and explain how energy transfers and transformations cause change in simple systems. They use examples to illustrate how light forms images. They use a wave model to explain the properties of sound. They use the particle model to predict, compare and explain the physical and chemical properties and behaviours of substances. They describe and apply techniques to separate pure substances from mixtures. They provide evidence for observed chemical changes in terms of colour change, heat change, gas production and precipitate formation. They analyse the relationship between structure and function at cell, organ and body system levels. They identify and classify living things. They explain how living organisms can be classified into major taxonomic groups based on observable similarities and differences. They predict the effect of environmental changes on feeding relationships between organisms in a food web. They distinguish between different types of simple machines and predict, represent and analyse the effects of unbalanced forces, including Earth’s gravity, on motion. They compare processes of rock formation, including the time scales involved, and analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They model how the relative positions of Earth, the Sun and the Moon affect phenomena on Earth.  Students identify and construct questions and problems that they can investigate scientifically and make predictions based on scientific knowledge. They plan experiments, identifying variables to be changed, measured and controlled. They consider accuracy and ethics when planning investigations, including designing field or experimental methods. Students summarise data from different sources and construct representations of their data to reveal and analyse patterns and relationships, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate scientific language, representations and simple word equations to communicate science ideas, methods and findings. | By the end of Level 10, students analyse how models and theories have developed over time and discuss the factors that prompted their review. They predict how future applications of science and technology may affect people’s lives. They explain the concept of energy conservation and model energy transfer and transformation within systems. They analyse how biological systems function and respond to external changes with reference to the interdependencies between individual components, energy transfers and flows of matter. They evaluate the evidence for scientific theories that explain the origin of the Universe and the diversity of life on Earth. They explain the role of DNA and genes in cell division and genetic inheritance. They apply geological timescales to elaborate their explanations of both natural selection and evolution. They explain how similarities in the chemical behaviour of elements and their compounds and their atomic structures are represented in the way the periodic table has been constructed. They compare the properties of a range of elements representative of the major groups and periods in the periodic table. They use atomic symbols and balanced chemical equations to summarise chemical reactions, including neutralisation and combustion. They explain natural radioactivity in terms of atoms and energy change. They explain how different factors influence the rate of reactions. They explain global features and events in terms of geological processes and timescales, and describe and analyse interactions and cycles within and between Earth’s spheres. They give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion. They use the concepts of voltage and current to explain the operation of electric circuits and use a field model to explain interactions between magnets.  Students develop questions and hypotheses that can be investigated using a range of inquiry skills. They independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data. They explain how they have considered reliability, precision, safety, fairness and ethics in their methods and identify where digital technologies can be used to enhance the quality of data. They analyse trends in data, explain relationships between variables and identify sources of uncertainty. When selecting evidence and developing and justifying conclusions, they account for inconsistencies in results and identify alternative explanations for findings. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and use appropriate scientific language, representations and balanced chemical equations when communicating their findings and ideas for specific purposes. |

# Technologies - Design and Technologies

**Rationale**

In an increasingly technological and complex world, it is important students develop knowledge and confidence to critically analyse and respond creatively to design challenges. Technologies can play a crucial role in both enriching and transforming societies, and in the management of natural and constructed environments.

In the Design and Technologies curriculum, students create quality designed solutions across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies may contribute to a sustainable future. Students also take into account the ethical, legal, aesthetic and functional factors that inform the design processes.

Through Design and Technologies, students plan and manage projects from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan and manage, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions.

Through the practical application of technologies, students develop dexterity and coordination. This curriculum offers students a broad range of learning experiences, readily transferable to their home, life, leisure activities, the wider community, and to work.

**Aims**

Design and Technologies aims to develop the knowledge, understanding and skills to ensure that students

* become critical users of technologies, and designers and producers of designed solutions
* can investigate, generate and critique designed solutions for sustainable futures
* use design and systems thinking to generate innovative and ethical design ideas, and communicate these to a range of audiences
* create designed solutions suitable for a range of contexts by creatively selecting and safely manipulating a range of materials, systems, components, tools and equipment
* learn how to transfer the knowledge and skills from design and technologies to new situations
* understand the roles and responsibilities of people in design and technologies occupations, and how they contribute to society.

| Level A | Level B | Level C | Level D |
| --- | --- | --- | --- |
| **Technologies and Society** |  |  |  |
| Experience how people create familiar designed solutions to meet their needs | Explore the use of familiar designed solutions to meet their needs | Match familiar designed solutions to the personal needs they meet | Explore how people create familiar designed solutions and identify their ability to meet personal and local community needs |
| **Technologies Contexts** |  |  |  |
| Experience the characteristics and properties of familiar designed solutions in at least one technologies context | Explore the characteristics and properties of familiar designed solutions in at least one technologies context | Examine and indicate the characteristics and properties of familiar designed solutions in at least two technologies contexts | Explore and communicate the characteristics and properties of familiar designed solutions in at least two technologies contexts |
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| **Creating Designed Solutions** |  |  |  |
| React to a designed solution that has been created and produced safely to meet their needs | Experience and explore how designed solutions are created and produced safely to meet personal needs | Examine and indicate how designed solutions are created and produced safely to meet needs | Explore and communicate how designed solutions are generated and produced to meet needs |
|
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| **Achievement Standard** |  |  |  |
| By the end of Level A, students react to significant designed solutions that meet their needs.  With guidance, students experience designed solutions in at least one technologies context. They begin to communicate their needs and indicate a choice or preference through accept and reject actions.  Students react to the use of tools and equipment and experience the sequenced steps involved in producing a designed solution. | By the end of Level B, students are using some familiar designed solutions appropriately to meet their needs.  With guidance, students explore designed solutions in at least one technologies context. They experience designed solution ideas and select materials and components based on personal preferences.  Students follow a design process step by step and use tools safely when prompted. | By the end of Level C, students use and identify the purpose of familiar designed solutions. They match some designed solutions to a need.  Students use designed solutions in at least two technologies contexts. With guidance, students reflect on created and produced designed solutions, developing ideas based on personal preferences. They begin to follow simple sequenced steps and teacher direction to use tools and equipment safely when producing designed solutions. | By the end of Level D, students describe the purpose of familiar designed solutions and what needs they meet.  Students use designed solutions in at least two technologies contexts, identifying significant features.  With guidance, students create designed solutions evaluating their ideas based on personal preferences. They select materials based on some understanding of their properties and characteristics. They follow simple sequenced steps to create a designed solution and demonstrate safe use of tools and equipment. |

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| Foundation – Level 2 | Levels 3 and 4 | Levels 5 and 6 |
| **Technologies and Society** |  |  |
| Identify how people create familiar designed solutions and consider sustainability to meet personal and local community needs | Recognise the role of people in design and technologies occupations and explore factors, including sustainability, that impact on the design of solutions to meet community needs | Investigate how people in design and technologies occupations address competing considerations, including sustainability, in the design of solutions for current and future use |
| **Technologies Contexts** |  |  |
| **Engineering principles and systems** |  |  |
| Explore how technologies use forces to create movement in designed solutions | Investigate how forces and the properties of materials affect the behaviour of a designed solution | Investigate how forces or electrical energy can control movement, sound or light in a designed product or system |
| **Food and fibre production** |  |  |
| Explore how plants and animals are grown for food, clothing and shelter | Investigate food and fibre production used in modern or traditional societies | Investigate how and why food and fibre are produced in managed environments |
| **Food specialisations** |  |  |
| Explore how food is selected and prepared for healthy eating | Investigate food preparation techniques used in modern or traditional societies | Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene |
| **Materials and technologies specialisations** | | |
| Explore the characteristics and properties of materials and components that are used to create designed solutions | Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes | Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use |
| **Creating Designed Solutions** |  |  |
| **Investigating** |  |  |
| Explore needs or opportunities for designing, and the technologies needed to realise designed solutions | Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to create designed solutions | Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions |
| **Generating** |  |  |
| Visualise, generate, and communicate design ideas through describing, drawing and modelling | Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques | Generate, develop, communicate and document design ideas and processes for audiences using appropriate technical terms and graphical representation techniques |
| **Producing** |  |  |
| Use materials, components, tools, equipment and techniques to produce designed solutions safely | Select and use materials, components, tools and equipment using safe work practices to produce designed solutions | Apply safe procedures when using a variety of materials, components, tools, equipment and techniques to produce designed solutions |
| **Evaluating** |  |  |
| Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment | Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment and communities | Negotiate criteria for success that include consideration of environmental and social sustainability to evaluate design ideas, processes and solutions |
| **Planning and managing** |  |  |
| Sequence steps for making designed solutions | Plan a sequence of production steps when making designed solutions | Develop project plans that include consideration of resources when making designed solutions |

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| Foundation – Level 2 | Levels 3 and 4 | Levels 5 and 6 |
| **Achievement Standard** | | |
| By the end of Level 2, students describe the purpose of familiar designed solutions and how they meet the needs of users and affect others and environments. They identify the features and uses of some technologies for each of the prescribed technologies contexts.  With guidance, students create designed solutions for each of the prescribed technologies contexts. They describe given needs or opportunities. Students create and evaluate their ideas and designed solutions based on personal preferences. They communicate design ideas for their designed solutions, using modelling and simple drawings. Following sequenced steps, students demonstrate safe use of tools and equipment when producing designed solutions. | By the end of Level 4 students explain how solutions are designed to best meet needs of the communities and their environments. They describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to create designed solutions for each of the prescribed technologies contexts.  Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success, including sustainability considerations. They develop and expand design ideas and communicate these using models and drawings including annotations and symbols. Students plan and sequence major steps in design and production. They identify appropriate technologies and techniques and demonstrate safe work practices when creating designed solutions. | By the end of Level 6 students describe some competing considerations in the design of solutions taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.  Students create designed solutions for each of the prescribed technologies contexts, suitable for identified needs or opportunities. They suggest criteria for success, including sustainability considerations and use these to evaluate their ideas and designed solutions. They combine design ideas and communicate these to audiences using graphical representation techniques and technical terms. Students record project plans including production processes. They select and use appropriate technologies and techniques correctly and safely to produce designed solutions. |

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| Levels 7 and 8 | Levels 9 and 10 |
| **Technologies and Society** |  |
| Examine and prioritise competing factors including social, ethical, economic and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures | Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved |
| Investigate the ways in which designed solutions evolve locally, nationally, regionally and globally through the creativity, innovation and enterprise of individuals and groups | Explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions |
| **Technologies Contexts** |  |
| **Engineering principles and systems** |  |
| Analyse how motion, force and energy are used to manipulate and control electromechanical systems when creating simple, engineered solutions | Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions |
| **Food and fibre production** |  |
| Analyse how food and fibre are produced when creating managed environments and how these can become more sustainable | Investigate and make judgements on the ethical and sustainable production and marketing of food and fibre |
| **Food specialisations** |  |
| Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating | Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating |
| **Materials and technologies specialisations** |  |
| Analyse ways to create designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment | Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions |
| **Creating Designed Solutions** |  |
| **Investigating** |  |
| Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas | Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas |
| **Generating** |  |
| Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques | Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication |
| **Producing** |  |
| Effectively and safely use a broad range of materials, components, tools, equipment and techniques to produce designed solutions | Work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions |
| **Evaluating** |  |
| Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability | Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability |
| **Planning and managing** |  |
| Use project management processes to coordinate production of designed solutions | Develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes |

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| Achievement Standard |  |
| By the end of Level 8 students explain factors that influence the design of solutions to meet present and future needs. They explain the contribution of design and technology innovations and enterprise to society. Students explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts.  Students create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. Students apply project management skills to document and use project plans to manage production processes. They independently and safely produce effective designed solutions for the intended purpose. | By the end of Level 10 students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to create designed solutions. They identify the changes necessary to designed solutions to realise preferred futures they have described. When creating designed solutions for identified needs or opportunities students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.  Students create designed solutions for each of the prescribed technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They generate and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose. |

# Technologies- Digital Technologies

**Rationale**

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving.

Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.

The curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking.

The curriculum also encourages students to be discerning decision makers by considering different ways of managing the interactions between digital systems, people, data and processes (information systems) and weighing up the possible benefits and potential risks for society and the environment.

**Aims**

The Digital Technologies curriculum aims to ensure that students can:

* design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
* use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and development to create digital solutions
* apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments
* confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
* apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences.

| Level A | Level B | Level C | Level D |
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| **Digital Systems** |  |  |  |
| React to the use of some common digital systems, (hardware and software components), as they experience their purpose | Explore the purpose and use of some common digital systems (hardware and software components) | Initiate some basic functions on common digital systems (hardware and software components) to meet a purpose | Carry out some key functions on digital systems (hardware and software components) to meet a purpose |
| **Data and Information** |  |  |  |
| React to patterns and different types of data and experience how data is sorted and represented as images using digital systems | Collect and sort familiar data, and with assistance use digital systems to represent the findings as images | Collect, sort and recognise simple patterns in data, and assist with the use of digital systems to represent data as pictures and symbols | Collect, sort, and recognise, with assistance, different types of patterns in data, and use digital systems to represent data as pictures, symbols and diagrams |
| **Creating Digital Solutions** |  |  |  |
| Experience steps involved in completing a routine task | Follow a sequence of steps and decisions needed to solve simple problems | Follow, and with assistance represent a sequence of steps and decisions (algorithms) needed to solve simple problems | Follow and represent a sequence of steps and decisions (algorithms) needed to solve simple problems |
| **Achievement Standard** |  |  |  |
| By the end of Level A, students recognise common digital systems that are used to meet specific everyday purposes.  Students react to different types of data and how digital systems can be used to represent data as images.  Students recognise that routine tasks involve completing a set of steps. | By the end of Level B, students explore some common digital systems for a purpose.  Students collect data, sort them based on given characteristics and with assistance use digital systems to display findings as images.  Students follow a sequence of steps and decisions needed to solve simple problems. | By the end of Level C, students explore alternative digital systems to meet a purpose.  Students collect and sort different data and identify patterns in data through matching. With assistance, they use digital systems to display findings with pictures and symbols.  Students represent a sequence of steps that could be followed to solve a simple problem. | By the end of Level D, students use key functions of digital systems and indicate their purpose.  Students collect, sort and recognise, with assistance different types of patterns in data. They use digital systems to display results using pictures, symbols and diagrams.  Students use a sequence of steps and decision making processes to solve a simple problem. |

| Foundation – Level 2 | Levels 3 and 4 | Levels 5 and 6 | Levels 7 and 8 | Levels 9 and 10 |
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| **Digital Systems** |  |  |  |  |
| Identify and explore digital systems (hardware and software components) for a purpose | Explore a range of digital systems with peripheral devices for different purposes, and transmit different types of data | Examine the main components of common digital systems, and how such digital systems may connect together to form networks to transmit data | Investigate how data are transmitted and secured in wired, wireless and mobile networks | Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems |
| **Data and Information** |  |  |  |  |
| Recognise and explore patterns in data and represent data as pictures, symbols and diagrams | Recognise different types of data and explore how the same data can be represented in different ways | Examine how whole numbers are used as the basis for representing all types of data in digital systems | Investigate how digital systems represent text, image and sound data in binary | Analyse simple compression of data and how content data are separated from presentation |
| Collect, explore and sort data, and use digital systems to present the data creatively | Collect, access and present different types of data using simple software to create information and solve problems | Acquire, store and validate different types of data and use a range of software to interpret and visualise data to create information | Acquire data from a range of sources and evaluate their authenticity, accuracy and timeliness | Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements |
| Independently and with others create and organise ideas and information using information systems, and share these with known people in safe online environments | Individually and with others, plan, create and communicate ideas and information safely, applying agreed ethical and social protocols | Plan, create and communicate ideas, information and online collaborative projects, applying agreed ethical, social and technical protocols | Analyse and visualise data using a range of software to create information, and use structured data to model objects or events | Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data |
|  |  |  | Manage, create and communicate interactive ideas, information and projects collaboratively online, taking safety and social contexts into account | Manage and collaboratively create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities |
| **Creating Digital Solutions** |  |  |  |  |
| Follow, describe and represent a sequence of steps and decisions (algorithms) needed to solve simple problems | Define simple problems, and describe and follow a sequence of steps and decisions involving branching and user input (algorithms) needed to solve them | Define problems in terms of data and functional requirements, drawing on previously solved problems to identify similarities | Define and decompose real-world problems taking into account functional requirements and sustainability (economic, environmental, social), technical and usability constraints | Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs |
|  |  | Design a user interface for a digital system, generating and considering alternative design ideas | Design the user experience of a digital system, generating, evaluating and communicating alternative designs | Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics |
|  |  | Design, modify and follow simple algorithms represented diagrammatically and in English, involving sequences of steps, branching, and iteration | Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors | Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases |

| Foundation – Level 2 | Levels 3 and 4 | | Levels 5 and 6 | Levels 7 and 8 | | Levels 9 and 10 | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Creating Digital Solutions** | | | |  |  |  |  |
|  | Develop simple solutions as visual programs | | Develop digital solutions as simple visual programs | Develop and modify programs with user interfaces involving branching, iteration and functions using a general-purpose programming language | | Develop modular programs, applying selected algorithms and data structures including using an object-oriented programming language | |
| Explore how people safely use common information systems to meet information, communication and recreation needs | Explain how student-developed solutions and existing information systems meet common personal, school or community needs | | Explain how student-developed solutions and existing information systems meet current and future community and sustainability needs | Evaluate how well student-developed solutions and existing information systems meet needs, are innovative and take account of future risks and sustainability | | Evaluate critically how well student-developed solutions and existing information systems and policies take account of future risks and sustainability and provide opportunities for innovation | |
| **Achievement Standard** | |  | |  |  |  | |
| By the end of Level 2, students identify how common digital systems are used to meet specific purposes.  Students use digital systems to represent simple patterns in data in different ways and collect familiar data and display them to convey meaning.  Students design solutions to simple problems using a sequence of steps and decisions. They create and organise ideas and information using information systems and share these in safe online environments. | By the end of Level 4, students describe how a range of digital systems and their peripheral devices can be used for different purposes.  Students explain how the same data sets can be represented in different ways. They collect and manipulate different data when creating information and digital solutions. They plan and safely use information systems when creating and communicating ideas and information, applying agreed protocols.  Students define simple problems, and design and develop digital solutions using algorithms that involve decision-making and user input. They explain how their developed solutions and existing information systems meet their purposes. | | By the end of Level 6, students explain the functions of digital system components and how digital systems are connected to form networks that transmit data.  Students explain how digital systems use whole numbers as a basis for representing a variety of data types. They manage the creation and communication of ideas, information and digital projects collaboratively using validated data and agreed protocols.  Students define problems in terms of data and functional requirements and design solutions by developing algorithms to address the problems. They incorporate decision-making, repetition and user interface design into their designs and develop their digital solutions, including a visual program. Students explain how information systems and their developed solutions meet current and future needs taking sustainability into account. | By the end of Level 8, students distinguish between different types of networks and their suitability in meeting defined purposes.  Students explain how text, image and sound data can be represented and secured in digital systems and presented using digital systems. They analyse and evaluate data from a range of sources to model solutions and create information. They manage the collaborative creation of interactive ideas, information and projects and use appropriate codes of conduct when communicating online.  Students define and decompose problems in terms of functional requirements and constraints. They design user experiences and algorithms incorporating branching and iterations, and develop, test, and modify digital solutions. Students evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. | | By the end of Level 10, students explain the control and management of networked digital systems and the data security implications of the interaction between hardware, software and users.  Students explain simple data compression, and why content data are separated from presentation. They take account of privacy and security requirements when selecting and validating data and use digital systems to analyse, visualise and model salient aspects of data. Students share and collaborate online, establishing protocols for the legal and safe use, transmission and maintenance of data and projects.  Students define and decompose complex problems in terms of functional and non-functional requirements. They design and evaluate user experiences and algorithms, and develop and test modular programs, including an object-oriented program. Students evaluate their solutions and information systems in terms of risk, sustainability and potential for innovation. | |