Developing a   
whole-school   
curriculum plan   
for implementing   
the capabilities

Levels 7–10

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Introduction

This resource describes one way of developing a whole-school curriculum plan for implementing the capabilities in the Victorian Curriculum F–10, using an audit of current school programs as its starting point. The resource discusses how to identify strong links between the capabilities and the learning areas and annotate these on a whole-school curriculum map, and it follows this discussion with an overview of considerations and possible next steps towards finalising a whole-school curriculum plan.

The process described in this resource is illustrated through examples from a ‘case study’ of a fictional secondary school called Dialogue Secondary College, a large secondary school that is going through a phased process of curriculum renewal. The examples in this case study were developed through the work of subject associations and the Victorian Curriculum and Assessment Authority (VCAA).

Why whole-school curriculum planning is important for implementing the capabilities

Each of the capabilities in the Victorian Curriculum F–10 contains discrete knowledge and skills that need to be explicitly taught and assessed. The learning areas in the Victorian Curriculum F–10 (such as English, Science and the Humanities) provide case studies, examples, problems and other contexts that can support the teaching of the capabilities; in turn, the knowledge and skills learnt in the capabilities can be applied to support high-quality achievement in the learning areas. Effective teaching and assessment of the capabilities is required to make the most of this mutually beneficial relationship.

Whole-school curriculum planning ensures that the teaching and assessment of the capabilities are coordinated effectively; in particular:

* layers of planning – from the unit layer to the whole-school layer – can be coordinated
* the school can see where students are first introduced to the knowledge and skills that underlie the capabilities’ achievement standards, and where capabilities knowledge and skills are being further developed and applied
* complementary rather than duplicative teaching occurs
* opportunities for deeper and richer learning experiences for students can be identified.

Undertaking whole-school curriculum planning for implementing the capabilities

There are several ways that schools can develop a whole-school curriculum plan for implementing the capabilities; one example process has been included in this resource. Both the school leadership team and individual teachers play important roles in whatever process of implementation is adopted.

**School leadership team:**

The way that a school leadership team develops a whole-school curriculum plan for the implementation of the capabilities will depend on several factors, including strategic factors such as the school’s broader vision for learning and learners and practical factors such as the structure and size of the school. These factors will inform the approach the school takes to ensure guaranteed and viable access to the curriculum for all students; for example, implementing one capability at a time or all four capabilities at once, and implementing the capabilities year level by year level, in a staged approach.

**Individual teachers:**

Individual teachers play a key role in the development of a whole-school curriculum plan due to their deep familiarity with the curriculum and their ability to document and analyse teaching and learning programs. Teachers are a rich source of ideas for building stronger connections between the capabilities and learning areas.

Example process for developing a whole-school curriculum plan for implementing the capabilities

The following steps illustrate one way of developing a whole-school curriculum plan for implementing the capabilities, beginning with identifying learning areas addressed in current school programs and then identifying strong links between a learning area and one or more of the capabilities.

1. Identify learning areas addressed in current school programs

Schools develop teaching and learning programs that deliver one learning area or take an integrated approach to learning areas. For example, a program called ‘Marketing’ might draw on just one learning area, such as Economics and Business, or it might draw on more than one learning area, such as English, Economics and Business, and Media Arts.

Developing a whole-school curriculum plan should involve documenting links between learning areas and the capabilities, rather than links between programs and the capabilities. This provides a coherent basis upon which to reconstruct teaching and learning programs for the purpose of curriculum renewal, and the school’s coverage of the whole Victorian Curriculum F–10 can be more easily assessed and monitored.

Identify the learning areas taught in current school programs and document them using the [Victorian Curriculum F–10 whole-school curriculum planning templates](https://curriculumplanning.vcaa.vic.edu.au/by-school) on the VCAA’s Curriculum Planning website or the blank template supplied as [Appendix 1](#Appendix1) in this document.

2. Identify stronglinks between individual learning areas and one or more of the capabilities

The learning areas and the capabilities can be linked in many ways, but simply finding a link between a learning area and a capability does not mean that there is a strong link. A strong link is one that helps students to learn the underlying knowledge and skills of the capability and at the same time supports progress in the learning area in a powerful way. This kind of mutually beneficial link occurs when the learning area context helps to unpack particular concepts and ideas in the capability curriculum and the capability concepts and ideas help improve the quality of student learning in the learning area. For example, stimulus from learning areas such as the Arts and English can support an understanding of cultural context (Intercultural Capability) and, at the same time, grasping the idea of cultural context can improve student ability to analyse artworks and texts.

Identify strong links by considering the following questions and steps, and the examples provided.

2a: Are there concepts in the learning area content descriptions that reflect concepts in one or more of the capabilities?

Examine the learning area content descriptions for concepts related to content descriptions in the capabilities.

To prepare for this step, read the Introduction and Curriculum sections for each capability in the Victorian Curriculum F–10 to gain an understanding of the knowledge and skills that should be taught for each capability.

Example 1:

Level 7 English has the following content description (Language mode: Speaking and Listening; Strand: Literature): *Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts.*

‘Cultural contexts’ in this content description suggests a link to Intercultural Capability. Checking the Intercultural Capability content descriptions, a teacher at Dialogue SC identifies that Intercultural Capability has a related Level 7 and 8 content description: *Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations.*

The teacher has established a link between English and Intercultural Capability. Further steps will help the teacher identify if this is a strong link.

2b: Will the link support progress in the learning area?

Consider whether student achievement in the learning area would be of higher quality if the student had first met the achievement standard associated with the identified capability link – that is, if the capability knowledge and skills were prior learning. If so, this might be a strong link.

Example 1, continued:

The teacher now identifies the part of the Intercultural Capability achievement standard associated with the Intercultural Capability content description: *They understand how cultural groups can be represented, and comment on the effects of these representations.*

The teacher considers whether a background understanding of cultural representation (Intercultural Capability) would improve the ability of students to identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different cultural contexts (English).

2c: Will the link support progress in the development of the capability?

Consider whether engagement with the learning area will assist in developing student skills and knowledge in the identified capability. If the student has no prior learning of the relevant capability knowledge and skills, consider whether the identified learning area content will provide examples, case studies or other context to support development of the capability. If the student has prior knowledge and skills in the capability, consider whether the learning area context will help to progress this further.

Example 1, continued:

The teacher now considers whether engagement with texts from different cultural contexts would assist in developing students’ understanding of cultural representation. Even if there were some prior understanding of cultural representation, would engagement with texts progress it further, for example, through studying nuanced examples in the texts?

2d: Which links will most strongly enable progression in the learning area and/or the capability?

Scan the identified links and eliminate those that will not make a significant difference to student progression for the learning area and/or capability. Also consider how the learning area is unpacked: the specific case studies, examples and other contexts selected as a basis for learning activities may make a difference as to whether there is a strong link or not.

The remaining links are strong links between the learning area and the capability.

Write a brief annotation describing each link and note the link in the whole-school curriculum map. The concepts identified in Step 2a can form the basis of the annotation. A tool to assist in annotating a strong link can be found in [Appendix 2](#Appendix2).

Example 1, continued:

The teacher annotates the strong link identified between cultural context in English and cultural representation in Intercultural Capability in the following way:

*Through a text study (novel, story, film, essay or other), students consider the context (temporal, spatial, geographical and cultural) in which characters and/or authors are located, and then look at the representation of those characters and/or authors and the value afforded them in the text. Students consider social and cultural changes that have occurred since the construction of the text and/or the implications of space and place.*

*Students write reflectively about these representations and/or create their own imaginative texts that explore the implications of representation of diversity.*

More example annotations for strong links between learning areas and capabilities in the context of Dialogue SC programs can be found in [Appendix 4](#Appendix4). These links are also included on [Appendix 5](#Appendix5), a whole-school curriculum map based on the VCAA’s whole-school planning document. Note, these examples are illustrative rather than exhaustive.

3. Finalise a whole-school curriculum plan for implementing the capabilities

Consider questions 3a to 3d below and the examples provided before finalising a whole-school curriculum plan for implementing the capabilities.

A tool to assist in making decisions about next steps can be found in [Appendix 3](#Appendix3) and guidance for this tool is provided below. The document can be used as a basis for discussion within learning area teams or between learning area teams in the school. It can be used to help coordinate the introduction, consolidation and assessment of the capabilities across the school and to inform changes to teaching and learning programs, as illustrated in 3e below.

3a: Where are the gaps in the current provision of the capabilities in the school?

Resolving a gap may simply involve small changes to current school programs – for example, changing to a different case study that links more strongly to the capability – or it may involve constructing a significantly different program or new program.

3b: In which program(s) will the discrete content of the capabilities first be explicitly introduced to students and consolidated?

Consider the following:

* Which program(s) will provide the best case studies, scenarios, examples, problems, etc., suited to learning discrete capability content and progressing towards a capability achievement standard for the first time?
* How will the base knowledge and skills that students are developing in the capabilities be communicated across the school so that this knowledge and skills can be applied in other programs?

3c: Which program(s) will focus on application of prior learning of the capabilities? Will they also provide time for reflection on whether the capabilities knowledge and skills are being further developed through this application?

3d: In which program(s) will evidence of student development of the capabilities be gathered in order to measure progress against the relevant capability achievement standard?

At minimum, where students are introduced to capabilities knowledge and skills for the first time and are consolidating their learning through learning activities, evidence should be gathered for the purposes of assessment and feedback. Current assessment tasks can be audited and modified or new tasks developed.

Decide whether further assessment should be undertaken when prior capabilities knowledge and skills are applied.

Example 1, continued from Section 2:

The English teacher at Dialogue SC will introduce students to cultural representation for the first time, unpacking the Intercultural Capability content descriptions using examples drawn from English texts familiar to students, and assessing against the relevant Intercultural Capability achievement standard. Students will then apply their knowledge of cultural representation to an unfamiliar English text as part of a wider English program and be assessed against the relevant English achievement standard.

A further decision is required as to whether the English teacher will work with students to reflect on how their understanding of cultural representation has developed through application to the unfamiliar text and whether further assessment against the Intercultural Capability achievement standard will be undertaken.

3e: How should programs with complementary development of knowledge and skills be managed?

Consider whether the capabilities can play a role in enabling rich learning for students.

Example 2:

The teachers at Dialogue SC used the tool in Appendix [3](#Appendix2) to unpack the strong links they identified in their initial audit of current school programs. They then coordinated links to Personal and Social Capability (Social Awareness and Management strand) in both a Digital Technologies program and a Science program.

To do this, the teachers began by comparing the following annotations that they had created in the initial audit:

Year 7 Science ‘Would you drink it?’ program: *… They work collaboratively in a group to find solutions to an issue related to water pollution, considering the factors that influence group cohesion and the achievement of personal and group objectives.*

Year 8 Digital Technologies ‘Data analytics’ program: *Within this unit, students develop collaborative projects online. They consider the distribution of roles within the team, accept responsibilities for their roles and support one another throughout the process to develop a solution. Students develop strategies for preventing issues that may occur. Examples could include meeting milestones or implementing strategies to resolve conflicts within the team.*

These initial annotations did not clearly show whether students already have collaboration skills and are applying them or whether they are taught new discrete Personal and Social Capability knowledge in this program.

The Year 7 Science teachers unpacked their annotation using the table in Appendix 3:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Current program** | **Year level(s)** | **Linked capability and Learning area(s)** | **Description of link**  ***How are they strongly linked in the context of the program?*** | **Introduced**  ***Will new knowledge or skills from the capability be explicitly taught in this program?*** | **Practised**  ***Will explicit activities to consolidate new learning be undertaken?*** | **Applied**  ***Will there be explicit activities to use consolidated learning in the learning area context?*** | **Assessed**  ***How will evidence of learning be collected and feedback provided to students?*** |
| Would you drink it? | 7 | Science (Science Understanding and Science Inquiry Skills)  Personal and Social Capability (Social Awareness and Management) | … They work collaboratively in a group to find solutions to an issue related to water pollution, considering the factors that influence group cohesion and the achievement of personal and group objectives. | Yes, students will be explicitly taught factors that influence group cohesion, in particular in relation to fulfilling team roles. | Yes, students will undertake short learning activities with a wide range of scenarios. | Yes, students will apply their learning to a major investigation relating to mixtures and the filtration of water. | Evidence from the learning activities will be used to provide feedback on progress towards the Personal and Social Capability achievement standard.  Students will also explicitly reflect on the collaboration skills they applied during the major investigation. |

The Year 8 Digital Technologies teachers also unpacked their annotation:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Current program** | **Year level(s)** | **Linked capability and learning area(s)** | **Description of link**  ***How are they strongly linked in the context of the program?*** | **Introduced**  ***Will new knowledge or skills from the capability be explicitly taught in this program?*** | **Practised**  ***Will explicit activities to consolidate new learning be undertaken?*** | **Applied**  ***Will there be explicit activities to use consolidated learning in the learning area context?*** | **Assessed**  ***How will evidence of learning be collected and feedback provided to students?*** |
| Data analytics | 8 | Digital Technologies (Data and Information)  Personal and Social Capability (Social Awareness and Management) | Within this unit, students develop collaborative projects online. They consider the distribution of roles within the team, accept responsibilities for their roles and support one another throughout the process to develop a solution. Students develop strategies for preventing issues that may occur. Examples could include meeting milestones or implementing strategies to resolve conflicts within the team. | Yes, students will be explicitly taught conflict prevention strategies and how to evaluate their contribution to team cohesion in terms of their role within it. A data analytics scenario will be used to support this. | Yes, students will undertake short learning activities with a wide range of scenarios. | Yes, students will apply their learning to a major project. | Evidence from the learning activities will be used to provide feedback on progress towards the Personal and Social Capability achievement standard.  Students will also explicitly reflect on the collaboration skills they applied during the major project. |

Analysis of this documentation showed that both the Digital Technologies program and the Science program intended to explicitly introduce and assess strategies for collaboration (Personal and Social Capability).

The teachers at Dialogue SC decided that a collaboration skills rubric would be developed and shared across the school. The rubric would include learning to do with team roles, group cohesion and conflict prevention strategies. Learning in regard to team roles would be introduced and consolidated in Year 7 Science; in Year 8 it would be briefly revised as prior learning and applied in Year 8 Digital Technologies. Year 8 Digital Technologies would introduce and consolidate conflict prevention strategies. The teachers agreed that this would need to be coordinated well, with appropriate timing for each program and good communication between teachers.

Feedback would be given to students at both Years 7 and 8, using both a common rubric and the different context of the learning found in each program.

Example 3:

The Dialogue SC curriculum map ([Appendix 5](#Appendix5)) and annotations ([Appendix 4](#Appendix4)) showed that one of the Science programs and Geography programs are unpacked in a complementary way at Year 8. The teachers identified that the capabilities could be used to help integrate Science and Geography to construct a richer learning experience for students:

* The Meta-Cognition strand in Critical and Creative Thinking could be used to help students learn how to design and manage a response to a complex real-world problem associated with mining for minerals, and/or Ethical Capability could be used to assist students to analyse an ethical issue associated with mining for minerals and to justify their own position, using their Science and Geography knowledge and skills as well as knowledge of ethical concepts and how decisions are made and actions are taken in relation to ethical issues.
* The integrated learning could be delivered in different timetabled classes by the Science and Geography teachers but in a coordinated way, or it could be team-taught or constructed by both teachers but delivered by one of them.
* A shared assessment task could be constructed, with different components assessed by the relevant teacher or by both teachers and then moderated. The capabilities assessment could be assessed by both teachers if it was threaded throughout the task, and then moderated.

Conclusion

To replicate the development of a whole-school curriculum plan using the example process in this resource, follow these steps and use the associated tools.

**Step 1. Identify learning areas addressed in current school programs**

Tool: Appendix 1 – Template for whole-school curriculum map

**Step 2. Identify strong links between individual learning areas and one or more of the capabilities**

Tool: Appendix 2 – Template for documenting linked learning areas and capabilities (initial steps)

**Step 3. Finalise a whole-school curriculum plan for implementing the capabilities**

Tool: Appendix 3 – Template for documenting linked learning areas and capabilities (next steps)

Appendices

Appendix 1 – Template for whole-school curriculum map

Teaching and learning program – <insert year level>

|  | **Critical and Creative Thinking** | | | **Ethical Capability** | | **Intercultural Capability** | | **Personal and Social Capability** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Questions and Possibilities** | **Reasoning** | **Meta-Cognition** | **Understanding Concepts** | **Decision Making and Actions** | **Cultural Practices** | **Cultural Diversity** | **Self-Awareness and Management** | **Social Awareness and Management** |
| **Annual learning areas** | | | | | | | | | |
| **English** |  |  |  |  |  |  |  |  |  |
| **Mathematics** |  |  |  |  |  |  |  |  |  |
| **Science** |  |  |  |  |  |  |  |  |  |
| **Health and Physical Education** |  |  |  |  |  |  |  |  |  |
| **Languages** |  |  |  |  |  |  |  |  |  |
| **Semester 1 learning areas** | | | | | | | | | |
| **Design and Technologies** |  |  |  |  |  |  |  |  |  |
| **Visual Arts** |  |  |  |  |  |  |  |  |  |
| **Media Arts** |  |  |  |  |  |  |  |  |  |
| **Drama** |  |  |  |  |  |  |  |  |  |
| **History** |  |  |  |  |  |  |  |  |  |
| **Geography** |  |  |  |  |  |  |  |  |  |
| **Semester 2 learning areas** | | | | | | | | | |
| **Civics and Citizenship** |  |  |  |  |  |  |  |  |  |
| **Economics and Business** |  |  |  |  |  |  |  |  |  |
| **Dance** |  |  |  |  |  |  |  |  |  |
| **Music** |  |  |  |  |  |  |  |  |  |
| **Digital Technologies** |  |  |  |  |  |  |  |  |  |
| **Visual Communication Design** |  |  |  |  |  |  |  |  |  |

**Tips:**

* Copy and paste one table for each year level.
* Add rows as needed by clicking in the last cell of the last row and pressing the TAB key.

Appendix 2 – Template for documenting linked learning areas and capabilities (initial steps)

This tool can be used to identify and describe strong links between the capabilities and the learning areas.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Level(s)** | **Learning area and strand** | **Learning area content description(s)** | **Learning area achievement standard extract** | **Capability and strand** | **Capability content description(s)** | **Capability achievement standard extract** | **Annotation to describe link** |
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**Tips:**

* Add rows as needed by clicking in the last cell of the last row and pressing the TAB key.
* To sort the content in the table, click into the table, select the ‘Layout’ tab in the ‘Table Tools’ tab in the Ribbon, and then click the ‘Sort’ button to open the ‘Sort’ dialogue box. Sort the data in the table by selecting one of the column headings from the drop-down menu.

Appendix 3 – Template for documenting linked learning areas and capabilities (next steps)

This tool supports identification of where discrete capabilities knowledge and skills are first introduced and consolidated and where they are applied. This information can be used to support coordination of learning areas and capabilities across the school.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Current program** | **Year level(s)** | **Linked capability and learning area(s)** | **Description of link**  ***How are they strongly linked in the context of the program?*** | **Introduced**  ***Will new knowledge or skills from the capability be explicitly taught in this program?*** | **Practised**  ***Will explicit activities to consolidate new learning be undertaken?*** | **Applied**  ***Will there be explicit activities to use consolidated learning in the learning area context?*** | **Assessed**  ***How will evidence of learning be collected and feedback provided to students?*** |
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**Tips:**

* Add rows as needed by clicking in the last cell of the last row and pressing the TAB key.
* To sort the content in the table, click into the table, select the ‘Layout’ tab in the ‘Table Tools’ tab in the Ribbon, and then click the ‘Sort’ button to open the ‘Sort’ dialogue box. Sort the data in the table by selecting one of the column headings from the drop-down menu.

Appendix 4 – Example links between learning areas and capabilities

At Dialogue SC, the following strong links between the learning areas and the capabilities were identified and described.

Note, these examples are illustrative, not exhaustive, and they often refer to a specific selected context.

The Arts

Dance – Levels 7 and 8

Dance (Dance Practices) is linked to Personal and Social Capability (Self-Awareness and Management):

Students develop movement motifs for a storytelling dance, manipulating the elements of dance to elicit a particular emotional response from an audience, explaining how and why this response is likely to occur in the chosen context.

Dance (Present and Perform) is linked to Intercultural Capability (Cultural Practices):

Students perform a dance work focusing on culturally symbolic movements in a specific style. They analyse the way in which a cultural practice is incorporated into a dance work, and the effect this representation can have.

Dance – Levels 9 and 10

Dance (Respond and Interpret) is linked to Personal and Social Capability (Self-Awareness and Management):

Students evaluate their own choreography to inform and improve their work. They develop criteria to recognise their own personal capabilities and use these to assist in identifying the next steps needed to improve and refine their work.

Dance (Explore and Express Ideas) is linked to Intercultural Capability (Cultural Practices):

Students investigate the influence of Bangarra dance company on extending the movement vocabulary of dancers. They recognise that dance can be an intercultural experience and analyse dance to explore differing viewpoints, and they consider how the influence of dancers from specific cultural groups can influence dance practices internationally.

Drama – Levels 7 and 8

Drama (Drama Practices) is linked to Personal and Social Capability (Self-Awareness and Management):

Students rehearse and perform a short radio play, using a variety of vocal qualities to communicate dramatic action and ideas. They describe why emotional responses change within the drama, and the ways in which they use their voices – through pace, pitch, dynamics, pause and silence – to indicate these emotions.

Drama (Explore and Express Ideas) is linked to Critical and Creative Thinking (Questions and Possibilities):

Students create a character by observing human physical behaviour and emotions, and analysing the context in which the character is placed. They suspend judgment temporarily to consider how preconceptions may limit the characterisation.

Drama – Levels 9 and 10

Drama (Present and Perform) is linked to Personal and Social Capability (Social Awareness and Management):

Students work as a creative team, each with specific production roles, to block and stage a piece of drama intended to communicate specific meaning to an audience. They work collaboratively, with a critical awareness of the individual roles of each member of the team, identifying strategies to prevent or resolve conflict.

Drama (Respond and Interpret) is linked to Critical and Creative Thinking (Meta-Cognition):

Students watch a play on the theme of ‘refugees’ and interrogate the cultural and social roles and responsibilities of theatre in advocating for change. They discuss factors that influence their own and others’ thinking.

Media Arts – Levels 7 and 8

**Media Arts (Explore and Represent Ideas; Present and Perform; Respond and Interpret) is linked to each of the capabilities** in the context of a Year 7 program, ‘Planning a documentary artwork’.

Critical and Creative Thinking (Reasoning):

In planning a documentary on a contemporary issue, students view a range of documentaries from different sources, such as from television, digital sources and social media, and consider how to manage issues of fact versus issues of value in their discussion.

Ethical Capability (Understanding Concepts; Decision Making and Actions):

Students discuss how concepts such as justice, rights and responsibilities are represented in the media and how different people engage with and read an issue based on their personal experience. They plan their own media artwork, drawing on learning from their discussion, and consider the decisions they will make about appropriate content in the production of the artwork.

Intercultural Capability (Cultural Diversity):

Students discuss how a concept related to current debates is represented in media artworks from different cultures. They discuss the benefits of viewing media artworks created by artists from a range of cultural backgrounds.

Personal and Social Capability (Self-Awareness and Management; Social Awareness and Management):

When planning a documentary, students consider how and why the emotional response of the audience may change based on their personal values and beliefs and the context in which they view the artwork (for example, on a big screen compared to online).

**Media Arts (Media Arts Practices; Respond and Interpret) is linked to each of the capabilities** in the context of a Year 8 program, ‘Use of technical and symbolic codes and conventions’.

Critical and Creative Thinking (Meta-Cognition):

Students learn to evaluate how contemporary social issues are represented using technical and symbolic elements of media, and they plan and justify the representation of similar ideas in a media form such as moving or still images on television or social media.

Ethical Capability (Decision Making and Actions):

Students consider the responsible use of technical and symbolic elements in the production of media artworks through an exploration of their ethical implications on the meaning of the story.

Intercultural Capability (Cultural Practices):

Students analyse how the cultural practices of media producers influence the use of technical and symbolic elements of media production in different genres of media artworks.

Personal and Social Capability (Self-Awareness and Management; Social Awareness and Management):

Students learn how audiences respond emotionally to media products in different contexts and genres and how media producers use the technical and symbolic elements in media artworks to evoke emotional responses from an audience. They plan their own media artwork in response, using the relevant technical and symbolic elements. In the planning of their media production, students consider strategies used to cope with a range of tasks and challenging situations such as time management, budget and use of equipment. They also review the roles and responsibilities for members of the production team for pre-production, production and post-production.

Media Arts – Levels 9 and 10

Media Arts (Media Arts Practices; Respond and Interpret) is linked to each of the capabilities in the context of a Year 9 program, ‘Advertising campaigns’.

Critical and Creative Thinking (Questions and Possibilities; Reasoning; Meta-Cognition):

Students view advertising campaigns on a particular topic, comparing the use of technical and symbolic codes and conventions in different campaigns from different periods of time. From their analysis they create an alternative campaign for the same product. They develop a series of criteria to address the characteristics and story conventions from the viewed advertisements that they will use in their own advertisement.

Ethical Capability (Understanding Concepts):

Through the analysis of advertising campaigns, students investigate the ethical principles evident in advertising for different audiences from different periods of time and the relevant ethical concerns for audiences.

Intercultural Capability (Cultural Diversity):

Students investigate the cultural concerns of advertising campaigns for different audiences and the cultural values portrayed for different products. Students consider an international advertising campaign and investigate cultural similarities and differences between the countries in which it is delivered. When the students are planning their own campaign, they consider the community standards for the product that they are advertising, as well as the community value of the product.

Personal and Social Capability (Self-Awareness and Management; Social Awareness and Management):

Students evaluate the emotional responses that advertising campaigns can generate by analysing the symbolic and technical elements used by the producers. Students investigate the relationship that the advertiser has with the audience and evaluate the relationships between them based on the community standards of the context of the advertisement and the audience viewing the advertisement. They use these links to develop their own advertising campaign for a related product.

**Media Arts (Media Arts Practices; Respond and Interpret)** **is linked to each of the capabilities** in the context of a Year 10 program, ‘Movie trailer planning and production’.

Critical and Creative Thinking (Meta-Cognition):

In planning the production of a movie trailer, students plan the pre-production, production and post-production structures by examining different approaches and the way in which the production will be documented and evaluated.

Ethical Capability (Decision Making and Actions):

Students investigate the managing of ethical decisions in the production of a movie trailer including the roles and responsibilities of individuals in the production and the ethical decisions that need to be made, for example: Use of props, content, story and representation of different cultures and genders.

Intercultural Capability (Cultural Practices):

Students analyse the intercultural relationships in the production of a movie trailer, particularly the relationships between the content of the production and the representation of the story and ideologies of the context of production.

Personal and Social Capability (Self-Awareness and Management; Social Awareness and Management):

Students address the challenges and opportunities that will be presented in pre-production, production and post-production and how these challenges will be managed. They document their reflections in a production diary, to critically analyse their contributions to the representation of the story and ideologies. Students learn strategies to work collaboratively, and they identify the significance of their role in the production of the movie trailer.

Music – Levels 7 and 8

Music (Music Practices) is linked to Personal and Social Capability (Social Awareness and Management):

Students work in a variety of roles in groups throughout the semester to create and rehearse music, for example for a short segment of a film. They listen to and experiment with ways to achieve balance and cohesion in the ensemble.

Music (Respond and Interpret) is linked to Intercultural Capability (Cultural Practices):

Students plan a musical program incorporating student and community performers to present a program for a ‘multicultural day’ assembly. They identify the cultural contexts in which these musical works originated, and comment on the effects created by the music.

Music – Levels 9 and 10

Music (Present and Perform) is linked to Critical and Creative Thinking (Meta-Cognition):

Students learn how to use listening as a research tool to compare performances of the same work by different practitioners. They identify how the practitioners have manipulated the composer’s use of musical elements and explain how these manipulations can affect an audience.

Music (Explore and Express Ideas) is linked to Critical and Creative Thinking (Questions and Possibilities):

Students improvise using digital tools to create and manipulate tone colour, comparing the experience of making prompt decisions on what to use with delaying selection. They experiment with these sounds to communicate a specific musical idea.

Visual Arts – Levels 7 and 8

**Visual Arts (Explore and Express Ideas; Visual Arts Practices)** **is linked to each of the capabilities** in the context of a Year 7 program, ‘Exploring ideas and developing an artwork’.

Critical and Creative Thinking (Meta-Cognition):

In the exploration of ideas and the development of an artwork, students learn how to explain their ideas and thinking processes through visual and written documentation.

Ethical Capability (Understanding Concepts):

Students consider the ethical obligations of artists and the appropriation of artworks in the practices of artists, as well as their own practice.

Intercultural Capability (Cultural Practices):

Through the exploration of ideas, students consider the practices of artists from a range of cultures and the presentation of their work in different cultural contexts.

Personal and Social Capability (Self-Awareness and Management; Social Awareness and Management):

Students consider their emotional response to the works of other artists and the implications of how they express their ideas in a range of contexts such as a school exhibition, online or in a public space. In the development and refinement of artworks, students consider the presentation of their ideas and the feedback they receive from different viewers. Through reflection and critique of their practices in their visual diaries, students consider different strategies to achieving their goals in the development of their artwork. Students investigate the work of artists working collaboratively and their ideas and roles in creating artworks and expressing ideas. When working collaboratively on artworks, students assess their individual role in the art-making process and assess how they work together to develop and refine an artwork.

**Visual Arts (Explore and Express Ideas; Respond and Interpret) is linked to each of the capabilities** in the context of a Year 8 program, ‘Sorry (2008) – The work of Tony Albert’.

Critical and Creative Thinking (Reasoning):

Students use the work of Tony Albert and reasoning strategies to discuss the concept of kitsch and the role it might play in artworks.

Ethical Capability (Understanding Concepts):

Students discuss the effect of kitsch items on their understanding of Aboriginal culture. They discuss whether it is appropriate to use kitsch items in an artwork.

Intercultural Capability (Cultural Practices):

Discuss how Tony Albert’s work represents Aboriginal culture and the effect of this representation on the viewer.

Personal and Social Capability (Social Awareness and Management):

Through a discussion of the practices of Tony Albert and the symbolism of his work, students discuss their personal values and beliefs and whether these differ to those of contemporary Aboriginal artists.

Visual Arts – Levels 9 and 10

**Visual Arts (Explore and Express Ideas; Visual Arts Practices; Present and Perform)** is linked to each of the capabilities in the context of a Year 9 program, ‘Exploring ideas and developing an artwork’.

Critical and Creative Thinking (Questions and Possibilities; Meta-Cognition):

In the exploration of ideas and the development of an artwork, students research the works of other artists to develop their own artworks. They explore issues and perspectives or viewpoints in society different from their own as a source of inspiration for their work and reflect on the effectiveness of this. Throughout their documentation, students identify different criteria to develop ideas and processes to make artworks.

Ethical Capability (Understanding Concepts):

Through the investigation of other artworks, students consider the ethical issues in society that they and other artists identify and respond to. As part of the viewing of artworks in public spaces and the community, students investigate, for example, the creation of artworks by contemporary artists and the use of specialists to create the artwork, such as the work of Kaws, Patricia Piccinini or Callum Morton.

Intercultural Capability (Cultural Practices; Cultural Diversity):

Through the exploration of ideas, students consider how their own art practice is influenced by the practices of artists from a range of cultures. They consider how artworks – including their own artwork – are presented in different cultural contexts, and the influence of context on how artworks engage and are interpreted by viewers.

Personal and Social Capability (Self-Awareness and Management; Social Awareness and Management):

Students learn to manage their personal emotions when planning either an exhibition of their work in a public context such as a school exhibition or a public exhibition of their work with other students.

In the development and refinement of artworks, students consider the presentation of their ideas in a specific context and develop criteria for feedback to refine their artworks; for example, they develop a feedback survey on the artwork from different viewers. Students investigate the work of artists working collaboratively, their ideas and the roles of specialists in creating artworks; for example, they investigate the work of contemporary artists such as Callum Morton and Patricia Piccinini and their use of specialists to create the work.

They consider the issues of working collaboratively on artworks and plan an artwork, including planning and justifying the different roles of artists and specialists based on their skills.

Students also plan artworks based on a specific issue in society and consider how divergent values and beliefs might influence the responses of a diverse range of viewers to artworks in public spaces; for example, students plan a work for a public space such as a community centre, public website or school area, based on a range of student skills. The artwork is focused on a specific social issue such as climate change or youth mental health.

**Visual Arts (Respond and Interpret; Explore and Express Ideas; Present and Perform) is linked to each of the capabilities** in the context of a Year 10 program, ‘46.11 min (Odetta at Town Hall), 2016 – The work of Colleen Ahern’.

Critical and Creative Thinking (Questions and Possibilities):

The artistic practice of Colleen Ahern is used as a starting point for discussion about how underlying assumptions about how the work was made might influence a response to the work and whether different disciplines can inspire each other. Students undertake learning activities to consider the following questions:

What does the work of Colleen Ahern suggest about the similarities and differences between visual and performing arts? To what extent can the performing arts be an inspiration for a visual artist?

Ethical Capability (Decision Making and Actions):

Through the exploration of Colleen Ahern’s practice and the interaction with the audience, students consider the ethical issues around the use of the work of other artists and the involvement of the audience in meaning making.

Intercultural Capability (Cultural Diversity):

Students discuss the challenges, benefits and consequences of viewing artworks by artists from other cultures, including how this influences their view of society.

Personal and Social Capability (Self-Awareness and Management; Social Awareness and Management):

Through the exploration of Colleen Ahern’s work and the presentation of the artwork, students consider their emotional response to the work and the context of its presentation.

They consider the relationship between the artist and the viewer in developing meaning of the work, considering the social and cultural factors that influence the experience. They consider the rights of the artist and the viewer over ownership of the work.

Visual Communication Design – Levels 7 and 8

**Visual Communication Design (Explore and Represent Ideas; Visual Communication Design Practices; Present and Perform; Respond and Interpret) is linked to each of the capabilities** in the context of a Year 7 program, ‘Developing and designing a logo’.

Critical and Creative Thinking (Meta-Cognition):

Students discuss the stages of exploration, generation, development and refinement used by designers in creating a logo for a company. They plan the process of creating a logo in response to a brief.

Ethical Capability (Decision Making and Actions):

When viewing and discussing the work of designers, students consider the legal and ethical obligations of the designer in creating and developing a trademark logo for a company.

Intercultural Capability (Cultural Practices; Cultural Diversity):

Students research the representation of company identity through visual symbols and how different cultural groups may be represented, for example Aboriginal and Torres Strait Islander designs used by ‘outback’ Australian companies or how Asian culture groups might be represented in particular branding.

Personal and Social Capability (Self-Awareness and Management; Social Awareness and Management):

Students investigate how consumers respond to brand identities in different contexts based on the use of design elements and principles. They investigate how different elements and principles can create different emotional responses from consumers. Students investigate personal, social and cultural factors behind the creation of a logo or brand identity for a major corporation.

**Visual Communication Design (Explore and Represent Ideas; Visual Communication Design Practices; Present and Perform; Respond and Interpret) is linked to each of the capabilities** in the context of a Year 8 program, ‘Packaging design’.

Critical and Creative Thinking (Meta-Cognition):

In developing a package for a product, students use problem-solving strategies and the methods, materials and media of Visual Communication Design to create the package.

Ethical Capability (Understanding Concepts):

In the design of the package, students trial and evaluate the use of sustainable material and explore how they would address associated ethical problems in the community, such as waste disposal.

Intercultural Capability (Cultural Diversity):

Students investigate the use of sustainable packaging and materials across different cultures. They investigate packaging for the same product, such as a food or drink product, in various cultures, as well as issues of sustainability.

Personal and Social Capability (Social Awareness and Management):

Students work in groups to collaboratively solve the challenges of designing and creating packaging for a product using sustainable materials. They develop a plan, problem-solve and reflect on the how well the group understood their roles and responsibilities by identifying issues and challenges.

Visual Communication Design – Levels 9 and 10

**Visual Communication Design (Explore and Represent Ideas; Visual Communication Design Practices; Present and Perform; Respond and Interpret) is linked to each of the capabilities** in the context of a Year 9 program, ‘Advertising posters’.

Critical and Creative Thinking (Questions and Possibilities, Meta-Cognition):

Students view a range of advertising images in magazines or on billboards and investigate the application of methods, materials, media, design elements and design principles. They develop a brief for a client to create an advertising poster. In the development of the brief, they consider the criteria used by the designer and the client to assess the effectiveness of the poster for the audience.

Ethical Capability (Understanding Concepts; Decision Making and Actions):

Students view a range of advertising images and discuss the ethical problems and concerns that consumers and the community could have with the advertising. They investigate the different factors involved in reaching a decision about how the context used in the advertisement will be represented .

Intercultural Capability (Cultural Practices; Cultural Diversity):

Students investigate the intercultural relationships and the attitudes and beliefs that can be conveyed in advertising imagery. They consider these when they are developing the brief for the advertising imagery for a client.

Personal and Social Capability (Self-Awareness and Management; Social Awareness and Management):

In developing a brief for their advertising imagery, students consider the emotional responses by consumers to the imagery in different contexts, such as in print magazines, on display boards and on billboards.

**Visual Communication Design (Explore and Represent Ideas; Visual Communication Design Practices; Present and Perform; Respond and Interpret) is linked to each of the capabilities** in the context of a Year 10 program, ‘Architectural design’.

Critical and Creative Thinking (Reasoning; Meta-Cognition):

Students develop a project to design an architectural presentation for a specific brief, including planning the stages of the generation, development and refinement of the design. The plan will include strategies for evaluation and feedback.

Ethical Capability (Decision Making and Actions):

Students plan their architectural design considering the ethical decisions they must make, including ethical decisions about sustainability. They consider how they must make group decisions about ethical issues, and the management of those decisions.

Intercultural Capability (Cultural Practices; Cultural Diversity):

Students consider the relationships of people within a community and how these relationships will impact on their architectural design. They consider the social and environmental impacts of diverse cultures on the design. Looking at existing designs from a range of cultures that are similar in purpose to their own design, students investigate the background of the community using the design and how attitudes, beliefs and behaviours will impact on the design.

Personal and Social Capability (Self-Awareness and Management; Social Awareness and Management):

In the design process, students develop strategies to evaluate their designs for the client and the audience of the design. They plan the responsibilities of group members in the development and refinement of the architectural design and the significance of their individual role in the process, and they evaluate how well the group collaborated.

As a group, students develop strategies to overcome challenges that may arise when collaborating using the design process and consider the role of collaboration in effective problem-solving.

English

English – Level 7

English (Language mode: Speaking and Listening; Strand: Literature) is linked to Levels 7 and 8 Intercultural Capability (Cultural Practices):

Through a text study (novel, story, film, essay or other), students consider the context (temporal, spatial, geographical and cultural) in which characters and/or authors are located, and then look at the representation of those characters and/or authors and the value afforded them in the text. Students consider social and cultural change that has occurred since the construction of the text, and/or the implications of space and place.

Students write reflectively about these representations and/or create their own imaginative texts that explore the implications of representation of diversity.

English – Level 9

English (Language mode: Writing; Strand: Literature) is linked to Levels 7 and 8 Critical and Creative Thinking (Questions and Possibilities):

Through a creative and/or imaginative writing unit, students are invited to challenge the ‘rules’ of writing and to break into hybrid and potentially subversive ways of expression.

Examples used throughout the unit include:

* class-constructed stories where each student adds one sentence in turn
* breaking known ‘rules’ about writing, such as beginning sentences with ‘and’ or writing in fragments
* using each word in an existing sentence as the beginning of new sentences to create a sequenced story
* flash fiction – creating a story in six words.

Students reflect on whether these activities assisted in generating ideas.

Health and Physical Education

Health and Physical Education – Levels 7 and 8

Health and Physical Education (Movement and Physical Activity) is linked to Levels 7 and 8 Intercultural Capability (Cultural Diversity) in the context of a Year 7 program, ‘Games around the world’:

Through this practical Year 7 unit, students participate in a range of physical activities from around the globe and investigate the cultural and historical significance of each of the activities undertaken. They evaluate the ways in which communities value cultural diversity in sport, physical activity and outdoor recreation, and why this valuing of cultural diversity is important to each community.

Health and Physical Education (Personal, Social and Community Health) is linked to Ethical Capability (Decision Making and Actions) in the context of the Years 7 and 8 ‘Respectful relationships’ program:

At both Year 7 and Year 8, students examine the influences on their own and others’ behaviour, decisions and action. Students analyse how behaviours, actions and responses to situations can change depending on the context and past experiences of those involved. Students consider the consequences of their actions and the impact that may have on the relationships they have with others, and the extent of responsibility they hold.

Health and Physical Education (Personal, Social and Community Health) is linked to Personal and Social Capability (Self-Awareness and Management) in the context of the Years 7 and 8 ‘Respectful relationships’ program:

At both Year 7 and Year 8, students identify and examine the feelings and emotions associated with transitions and explore strategies to manage emotional responses to different situations. They analyse and evaluate different strategies that could be used to manage and cope with difficult or challenging situations.

Health and Physical Education – Levels 9 and 10

Health and Physical Education (Personal, Social and Community Health) is linked to Personal and Social Capability (Self-Awareness and Management) and Ethical Capability (Decision Making and Actions) in the context of the ‘Respectful relationships’ program at Years 9 and 10:

At both Year 9 and Year 10, students investigate how empathy and ethical decision-making contribute to respectful relationships, acknowledging the rights of others to act differently or change their mind based on context and/or experience. They evaluate emotional responses to different situations and propose appropriate ways to manage emotional responses and resolve conflict and dilemmas, reflecting on the possible consequences and outcomes of the response to health and wellbeing.

Health and Physical Education (Movement and Physical Activity) is linked to Levels 9 and 10 Intercultural Capability (Cultural Practices; Cultural Diversity) in the context of a Year 9 program, ‘Australia: A sporting nation?’:

Through this Year 9 unit, students participate in a range of activities from different cultures to explore the roles that physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time. They investigate various perspectives and examine how diversity is represented in sports played historically and currently, and they predict how this may change in the future and the resulting implications for social cohesion. Students examine examples of intolerance or prejudice in sport presented in the media, as well as positive media coverage, to explore the impact of messages associated with physical activity, outdoor recreation and sport in Australia on social cohesion.

The Humanities

Civics and Citizenship – Levels 7 and 8

Civics and Citizenship (Citizenship, Diversity and Identity) is linked to Intercultural Capability (Cultural Practices; Cultural Diversity):

Students explore the variety of face-to-face and online groups that they belong to and the variety of groups in their wider communities. They examine values and expression of identity within a group through dynamic cultural practices. They explore intercultural relationships between groups – how and why they can change –as well as the challenges and benefits of belonging to diverse groups.

Civics and Citizenship (all strands) is linked to Ethical Capability (all strands):

Students explore a political or legal issue involving analysis of associated ethical problems.

Civics and Citizenship (Laws and Citizens) is linked to Ethical Capability (Understanding Concepts):

Students examine the contested meaning of ‘justice’ and compare how the legal system defines justice.

Civics and Citizenship – Levels 9 and 10

Civics and Citizenship (all strands) is linked to Ethical Capability (all strands):

Students explore a political or legal issue involving analysis of associated ethical problems.

Economics and Business – Levels 7–10

Students are introduced to and then apply relevant content from Ethical Capability and Critical and Creative Thinking for all units undertaken. Each unit includes an opportunity for students to reflect on how their capability knowledge and skills has developed through application in the unit. Two examples are shown below.

Levels 7 and 8 Economics and Business (Resource Allocation and Making Choices; Consumer and Financial Literacy) is linked to Ethical Capability (Understanding Concepts):

The activity is based on Session 4 of the VCAA sample unit of work ‘Choconomics’. In this activity students participate in a role-play simulation of international trade. Before and during this activity, they explore the extent of ethical obligation that different participants in the global economy have, as well as the implications of this for thinking about consequences and duties in decision-making and action. Students are required to explore the contested meaning of concepts such as the rights and responsibilities of consumers, producers, buyers and sellers associated with international trade. They consider how important these rights and responsibilities are and for whom. Students also consider why the ethical principles of participants in international trade may differ between different groups.

Levels 9 and 10 Economics and Business (The Business Environment) is linked to Critical and Creative Thinking (Questions and Possibilities):

Students investigate a historical business innovation. They look at the origins of the innovation, including the need that prompted its development and the stimulus and thinking behind its development. They then consider the effects and extent of improvements in business performance that came about as a result of the adoption of the selected business innovation. In doing this student are encouraged to develop an innovative or lateral thinking approach to problem-solving and an understanding of how innovative thinking may be stimulated and evolve. Consequently, students consider the thinking strategies that may potentially prompt and facilitate the development of an innovative business idea.

Geography – Levels 7 and 8

**Geography (all strands) is linked to these two capabilities** in the context of a Year 7 program, ‘Water in the world’.

**Ethical Capability (Understanding Concepts):**

Students learn about the nature of water scarcity and the role of humans in creating and overcoming it, including case studies drawn from Australia and West Asia and/or North Africa. While doing so students investigate why ethical principles may differ between people and groups in creating and overcoming water scarcity in Australia and West Asia and/or North Africa. They may consider influences such as cultural norms, religion, world views and philosophical thoughts in these places.

**Intercultural Capability (Cultural Practices; Cultural Diversity):**

Students investigate the spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, which influences the significance of places. An extension to this investigation is the evaluation of the ways in which the communities demonstrate the value they place on cultural diversity, and why this valuing of cultural diversity is important to the communities.

**Geography (all strands) is linked to these two capabilities** in the context of a Year 7 program, ‘Changing nations’.

**Critical and Creative Thinking (Reasoning):**

Students investigate the challenges of managing and planning Australia’s urban future and compare strategies for a geographical challenge, taking into account a range of factors and predicting the likely outcomes. While doing so, students examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas about managing Australia’s urban future.

**Ethical Capability (Understanding Concepts):**

Students investigate the reasons for and effects of international migration to Australia and internal migration in Australia and China. As part of this investigation, students explore the contested meaning of concepts such as freedom, justice, and rights and responsibilities, and the extent they are and should be valued by different individuals and groups in reference to international and internal migration.

Geography – Levels 9 and 10

**Geography (all strands) is linked to these two capabilities** in the context of a Year 9 program, ‘Food security’.

**Intercultural Capability (Cultural Practices; Cultural Diversity):**

Students examine the following issues for Australia and other areas of the world: the interconnection between food production and land and water degradation; shortage of fresh water; competing land uses; and climate change. Students analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, as well as the interconnection between food production and land and water degradation.

Students investigate land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time. In doing so, students 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 in land and resources management.

**Geography (all strands) is linked to** **these two capabilities** in the context of a Year 10 program, ‘Environmental change and management’.

**Critical and Creative Thinking (Meta-Cognition):**

As part of this unit, students evaluate 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. Students investigate and then apply the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including environmental, economic and social criteria.

**Personal and Social Capability (Social Awareness and Management):**

Students examine environmental, economic and technological factors that influence environmental change and human responses to its management. In undertaking this analysis, students also analyse different perspectives on social issues associated with environmental change and human responses to its management.

History – Levels 7–10

History Levels 7–10 (Historical Concepts and Skills) is linked to Critical and Creative Thinking Levels 7–10 (Questions and Possibilities; Reasoning):

Students learn how to corroborate sources for accuracy, reliability and usefulness, which builds the skill of synthesising information from multiple sources.

The use of criteria to evaluate historical significance is a fundamental skill in determining significance. To establish the historical significance of a trend, an event, an idea, an individual or a group, students examine the role and use of criteria such as the following: How important was it to people who lived at that time? How many people were affected? How were people’s lives changed? How long-lasting were the consequences? What is its legacy?

History Levels 7 and 8 (Historical Knowledge) is linked to Intercultural Capability (Cultural Practices):

Students explain the context, origin and contemporary nature of Aboriginal and Torres Strait Islander peoples’ cultural practices. They discuss how cultural practices and cultural representations have changed over time and their influence on contemporary society, such as Welcome to Country and Acknowledgement of Country. They examine why Budj Bim National Park is an important site and why it has been listed as a UNESCO World Heritage Site.

Languages

Languages – Levels 7 and 8

**Languages (Communicating; Understanding) is linked to** **all capabilities** in the context of a Year 7 program, ‘Me as a language learner’.

**Critical and Creative Thinking (Questions and Possibilities):**

Through this topic, students use lateral thinking techniques to draw parallels between known and new languages and cultures. They consider alternative ways of expression, and put aside their preconceptions to notice, compare and reflect on the ways that languages are related.

**Ethical Capability (Understanding Concepts):**

Through this topic, students are introduced to the idea of linguistic diversity from a social justice perspective, and they notice how language learning can be greatly influenced by different geopolitical, religious and cultural circumstances.

**Intercultural Capability (Cultural Diversity):**

Through this topic, students develop an understanding of the benefits of learning an additional language in a culturally diverse society. They consider the value of the target language community both at a local and international level. They develop an understanding of themselves as global citizens and reflect on intercultural exchange and how this shapes both communication and identity.

**Personal and Social Capability (Social Awareness and Management):**

Through this topic, students have an opportunity to explore their personal values and beliefs about languages, and reflect on how these values and beliefs may be different or similar to those of others in their peer group.

**Languages (Communicating; Understanding) is linked to these three capabilities** in the context of a Year 7 program, ‘Me and my family’:

**Critical and Creative Thinking (Questions and Possibilities):**

Through this topic, students consider alternative ways of doing and behaving, and put aside their preconceptions to develop an understanding of the ways that relationships are expressed in different languages. They demonstrate flexibility in thinking by drawing parallels between new and existing ideas to express concepts of kinship.

**Intercultural Capability (Cultural Practices):**

Through this topic, students learn about how family relationships are represented in the target language, and how there is cultural information about these relationships deeply embedded in the language. Students compare, reflect and analyse the way that these concepts are expressed in their own language(s).

**Personal and Social Capability (Social Awareness and Management):**

Through this topic, students learn that cultural values and information are expressed through the target language, for example forms of respect, hierarchy, and social norms. They recognise that this knowledge has a deep impact on their understanding of the language and the culture that it represents.

**Languages (Communicating; Understanding) is linked to** **all capabilities** in the context of a Year 8 program, ‘School life’.

**Critical and Creative Thinking (Questions and Possibilities; Meta-Cognition):**

Through this topic, students have an opportunity to use a range of linguistic structures to ask questions in the target language and discuss school life, including timetables, resources, school systems and sites. Their pre-existing ideas about education are challenged and students become open to other ways of schooling around the world.

Through this topic, students become equipped with a range of strategies to assist them in completing tasks and activities in the language. They use these strategies to decode text in the language about school life and share and justify these thinking processes with their peers through discussion.

**Ethical Capability (Understanding Concepts):**

Through this topic, students acquire an understanding of how cultural norms and religion or the philosophy of the target language groups influence aspects of schooling, such as school rules, uniforms, the teacher–student relationship, pathways for different genders and school lunches.

**Intercultural Capability (Cultural Practices):**

Through this topic, students learn about the education system of another culture through the lens of its language. By doing this, they have an opportunity to notice and reflect on the cultural practices imbedded in their own schooling.

**Personal and Social Capability (Social Awareness and Management):**

Through this topic, students learn to recognise language and behaviours that are appropriate to express relationships in the language, including personal boundaries, distribution of power, and social and cultural norms. They develop skills in applying these in the relevant school context.

Languages – Levels 9 and 10

**Languages (Communicating; Understanding) is linked to all capabilities** in the context of a Year 9 program, ‘Festivals and celebrations’.

**Critical and Creative Thinking (Questions and Possibilities):**

Through this topic, students are exposed to alternative ways of celebrating special events and suspend judgment to allow new possibilities to emerge. In being exposed to this topic, students create new links and experience shifts in previously held ideas about festivals and celebrations in both the target language community and their own.

**Ethical Capability (Understanding Concepts):**

Through this topic, students develop a sense of respect and tolerance for cultural activities that were previously unknown. They begin to understand the influence of cultural norms, religion and world views on festivals and celebrations in the community where the target language is spoken.

**Intercultural Capability (Cultural Practices):**

Through this topic, students analyse the interrelationship between and within cultures and the impact of these interrelationships on their own and the target language and culture. Through learning the language, they are given an opportunity to analyse attitudes, beliefs and behaviours associated with festivals and celebrations and how these contribute to identity formation.

**Personal and Social Capability (Social Awareness and Management):**

Through this topic, students put into practice the importance of being respectful of cultural diversity and practices and show empathy and acceptance of different types of celebrations and festivals. As language learners, students become socially and culturally aware participants in the language community. They develop an insight into the social cues and norms associated with festivals and celebrations and are able to behave and interact with the target culture in a positive and respectful manner.

**Languages (Communicating; Understanding) is linked to all capabilities** in the context of a Year 10 program, ‘Teenage social life’.

**Critical and Creative Thinking (Questions and Possibilities, Meta-Cognition):**

Through this topic, students contribute to structured discussions by asking and responding to effective questions about teenage social life relevant to each context. Students become able to identify how factors such as context, culture and relationships can dictate linguistic structures – that is, register, language change and variation.

Through this topic, students practise a range of learning strategies and thinking processes to assist them in completing tasks and activities in the target language. They use these strategies to decode text in the language about teenage social life, and they monitor, evaluate and refine these strategies.

**Ethical Capability (Decision Making and Actions):**

Through this topic, students participate in discussions in the target language involving decision-making and problem-solving. They develop skills in expressing agreement or disagreement in a culturally appropriate manner, about topics related to teenage social life, for example going out, becoming independent and the transition to adulthood.

**Intercultural Capability (Cultural Diversity):**

Through this topic, students are able to connect to virtual communities via online technologies in the language that they are learning. Through interacting with others in the language, they experience and reflect on the benefits of living and studying in an interconnected world.

**Personal and Social Capability (Self-Awareness and Management):**

Through this topic, students learn to control and manage emotional responses in social situations when communicating in the language in order to ensure that their behaviours are culturally appropriate. Through challenging experiences such as role-play with peers or exchanges with speakers of the language, they engage in topics of interest and develop confidence and adaptability.

Mathematics

Statistics and data analysis involved consideration of different data types, gathering, representing and analysing data with respect to its variability, distribution, centre, spread, outliers, association and confidence.

Where various ethical issues and considerations involving social, community, cultural and political matters are concerned, related discussion and debate is often informed by data and statistics. The concepts, skills and processes from this strand of the Mathematics curriculum (and the discipline more broadly) are central to fair, informed and accurate discourse: What questions are framed and how? What kind of data is gathered? How robust is the data? How are various narratives represented? What approaches are taken with respect to developing views, summaries and inferences?

Mathematics – Level 7

Mathematics (Statistics and Probability) is linked to Ethical Capability (Decision Making and Actions):

Students develop an understanding that the source of data, its currency and its integrity are important aspects of investigation, and that the choice of data display plays a key role in highlighting key aspects of distribution of data. They consider how choice of data display may influence interpretations of ethical issues and their contexts, for example through comparing data displays of government funding allocations published in the media and data displays used in the original government-issued source document.

Mathematics – Level 8

Mathematics (Statistics and Probability) is linked to Ethical Capability (Decision Making and Actions):

Students explore how random sampling underpins validity of statistical investigation. They learn that in a random sample each element of the population of interest has an equal chance of being included in a sample, which relates to fairness, representation and avoiding bias that arises from convenience or judgmental sampling. They use the emergence of alternative facts and fake news, together with examples of ethical issues in social, educational, policy and medical research, to help understand that there is variability in samples from a population and to understand the implications for making inferences. They reflect on why the discussion of research methods is an ethical obligation when undertaking research.

Mathematics – Level 9

Mathematics (Statistics and Probability) is linked to Ethical Capability (Decision Making and Actions):

Students investigate how the identification of issues and questions for statistical investigation relate to the integrity of the work. They use case studies, such as ‘Closing the Gap’ in Indigenous policy, to examine why selection of targets is important, and in particular how selection of targets has implications for associated measures and data and what they may or may not indicate. Students reflect on how considering associated measures and data when selecting targets can play a role in decision-making about an ethical issue.

Mathematics – Level 10

Mathematics (Statistics and Probability) is linked to Ethical Capability (Understanding Concepts, Decision Making and Actions):

Students develop critical skills in the interpretation of statistics, and how these interpretations are used. They discuss questions such as: What data has been gathered? What data has not been gathered? Do the scales and other choices in the representations used provide reasonable indications of trends, change, etc.? Or are they used to ‘argue’ or ‘incline’? For example, are proportions used to represent change suitably and accurately? Students reflect on implications for ethical decision-making and consider what their legal and moral obligations are in structuring statistical investigations and in assisting non-experts in interpretation.

Mathematics – Level 10A

Mathematics (Statistics and Probability) is linked to Ethical Capability (Decision Making and Actions):

Students develop an understanding of the association between numerical variables, as represented in a scatter plot in a particular time series, as being fundamental to trend analysis. They consider how the concepts of and possible relationships between association, cause, the possibility of coincidence, confounding factors and common response are important in analysis of trend and related prediction, and they consider questions such as: Has data been obtained from experiment or observation? How robust is the data? They explore these issues through case studies such as the spread of novel coronavirus and public health.

Science

Science – Levels 7 and 8

**Science (Science Understanding; Science Inquiry Skills) is linked to Levels 7 and 8 Personal and Social Capability (Social Awareness and Management)** in the context of a Year 7 program, ‘Would you drink it?’

Through this topic, students explore mining of minerals in Australia. They consider how minerals form, the mining and extraction of minerals, and the impacts of mining and extraction methods on the environment and society.

Students apply criteria to determine the relative importance of ethical concerns held by stakeholder groups involved in the mining and extraction of minerals in Australia. They explore concepts involved in ethical decision-making and the implications of possible decisions and actions on both land use and the sustainable use of resources in Australia.

Science (Science Understanding) is linked to Levels 7 and 8 Ethical Capability (Understanding Concepts; Decision Making and Actions) in the context of a Year 8 program, ‘Mining for minerals’.

Through this topic, students explore different mixtures and separation techniques. They explore the water cycle and how humans can use separation techniques to obtain clean drinking water.

Students plan and conduct investigations relating to mixtures and the filtration of water, demonstrating ways that science has found solutions to waste water and the treatment of sewage. They use feedback to identify their achievements in the planning and conduct of investigations and prioritise areas for improvement in future investigations.

They work collaboratively in a group to find solutions to an issue related to water pollution, considering the factors that influence 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 as they work to solve their water pollution problem.

Science – Levels 9 and 10

Science (Science Understanding) is linked to Levels 9 and 10 Intercultural Capability (Cultural Practices; Cultural Diversity) in the context of a Year 9 program, ‘In my backyard’.

Through this topic, students explore the characteristics of ecosystems, and how matter and energy flow through these systems. By investigating the relationships between systems and system components, students gain an appreciation for the interconnectedness of Earth’s atmosphere, biosphere, hydrosphere and lithosphere.

Students consider different world views on ecosystems and global systems, analysing the ways intercultural relationships and experiences contribute to the development of attitudes, beliefs and behaviours in the context of sustainability.

Students analyse how the values and needs of contemporary societies influence the focus on scientific research related to the carbon cycle, as well as the challenges of working scientifically in an interconnected and culturally diverse world.

Science (Science Understanding; Science Inquiry Skills) is linked to Levels 9 and 10 Critical and Creative Thinking (Questions and Possibilities; Meta-Cognition) in the context of a Year 10 program, ‘Up in the air’.

Through this topic, students investigate the motion of parachutes. They give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force, to predict and explain the motion of parachutes. Considering how suspending judgments can allow new possibilities to emerge, they investigate examples of scientific discoveries related to technological developments that relate to the use and design of parachutes.

Considering the characteristics of questions that can be investigated scientifically, students collaborate in groups to plan and conduct an experiment that aims to minimise the impact forces of an object carried by a parachute. When planning their investigation, they use criteria to determine the appropriateness of their investigation in relation to the investigation question and the appropriateness of their equipment to systematically collect and record accurate and reliable data.

When analysing patterns and trends in the data collected, they consider how repeated trials can improve accuracy, precision and reliability. They focus on suspending judgment when assessing their investigation design and when drawing conclusions that are consistent with evidence.

Technologies

Design and Technologies – Levels 7 and 8

Design and Technologies (Creating Designed Solutions) is linked to Critical and Creative Thinking (Questions and Possibilities; Reasoning; Meta-Cognition):

Students explain and apply a range of techniques to test the strength of arguments. They develop and apply criteria to assess ideas and proposals. They develop criteria for success, including sustainability considerations, and they use these to judge the suitability of their ideas and designed solutions and processes. Students use a range of strategies to represent ideas and explain and justify thinking processes to others. They learn a range of techniques to assist in the creation and adaptation of design ideas and make considered decisions. Students independently segment problems into discrete stages.

Students communicate and document projects. They independently and collaboratively develop and apply sequenced production and management plans when producing designed solutions.

Design and Technologies – Levels 9 and 10

Design and Technologies (Creating Designed Solutions) is linked to Critical and Creative Thinking (Questions and Possibilities; Reasoning; Meta-Cognition):

Investigating materials used for different designed solutions, students learn and apply a range of techniques to test validity within and between arguments. They establish detailed criteria for success, including sustainability considerations. Students shift perspective when generating and connecting design ideas and processes of increasing complexity, and justify decisions. They reflect on the effects of shifting perspectives. Students develop, justify and refine criteria to evaluate the quality of ideas, proposals and thinking processes. They use criteria for success that they have developed to evaluate their design ideas and designed solutions and processes, and reflect on how these could be refined in the future.

Digital Technologies – Levels 7 and 8

Digital Technologies (Creating Digital Solutions) is linked to Critical and Creative Thinking (Questioning and Possibilities; Meta-Cognition):

Within this unit, students learn how to acquire ideas from a range of sources to assist them to design a user interface for a digital system. They use these ideas to generate and evaluate alternative design ideas for developing a solution. The solution could be a program written using a general-purpose programming language. Within this unit, students learn strategies to solve problems, including by identifying and defining them. They learn to decompose problems into smaller problems (discrete modules). Students generate alternative designs for each of these modules to develop solutions. They evaluate their solution to the problem to ensure it meets user needs.

Digital Technologies (Creating Digital Solutions) is linked to Personal and Social Capability (Self-Awareness and Management):

Within this unit, students use a range of strategies to help them to cope with difficulties that arise when developing a solution to a problem, such as designing an algorithm or developing a program using a general-purpose programming language. They consider strategies to visualise the solution and to resolve issues or errors. Strategies include using IPO (input, process, output) charts before developing a detailed algorithm or testing a program fully to find and correct any errors.

Digital Technologies (Data and Information) is linked to Ethical Capability (Understanding Concepts; Decision Making and Actions):

Within this unit, students develop collaborative projects online. Teams consider how principles, ideas and world views could differ between members when developing a solution, and they identify ways of resolving their differences. They consider a range of principles that take online safety and social contexts into account. Within this unit, students define and decompose problems to develop a solution. They ask questions and make decisions relating to the problem to develop their understanding of it. Students use this information to determine functional requirements and constraints for their solution. They evaluate their final solution to determine if it meets user needs and requirements and whether any gaps in meeting those needs matter. At this stage students reflect on the consequences of their earlier decision-making.

Digital Technologies (Data and Information) is linked to Personal and Social Capability (Social Awareness and Management):

Within this unit, students develop collaborative projects online. They consider the distribution of roles within the team, accept responsibilities for their roles and support one another throughout the process to develop a solution. Students develop strategies for preventing issues that may occur. Examples include identifying and agreeing on key milestones or implementing strategies to resolve conflicts within the team.

Digital Technologies – Levels 9 and 10

Digital Technologies (Creating Digital Solutions) is linked to Critical and Creative Thinking (Questioning and Possibilities; Reasoning; Meta-Cognition):

Within this unit, students investigate ideas and develop proposals for a solution. They evaluate the ideas they have generated and the proposals they have considered to develop alternative designs. Students use these designs in the development of their solution. Within this unit, students develop evaluation criteria to assist them to select the best design from a range of alternative designs. They use these designs to develop a solution. Students refine the evaluation criteria throughout the process of developing the solution, as they make changes to their original designs. They use the updated evaluation criteria to assist them to evaluate their solution. Within this unit, students use the evaluation criteria developed as part of the design process to select their best designs. They use the evaluation criteria to determine how well their solution meets user needs.

Digital Technologies (Data and Information) is linked to Ethical Capability (Understanding Concepts; Decision Making and Actions):

Within this unit, students develop collaborative projects online. Working in teams, students consider a range of ethical and legal issues that take into account social contexts and legal responsibilities when developing solutions and they make decisions about their appropriate use informed by these considerations. Teams consider and evaluate the consequences of these decisions.

Digital Technologies (Data and Information) is linked to Personal and Social Capability (Social Awareness and Management):

Within this unit, students develop collaborative projects online. Working in teams, each student is assigned a role. Descriptions are developed for each of the roles in the team. Students evaluate their individual performance and their team's performance while undertaking the project. They describe any causes of conflict within the team and evaluate the strategies used to address them.

Appendix 5 – Example whole-school curriculum map

This whole-school curriculum map for the fictional Dialogue Secondary School is based on the VCAA’s whole-school planning document. It contains all the illustrative links from Appendix 4, plus more. Note, these examples are illustrative not exhaustive.

Teaching and learning program – Year 7

|  | **Critical and Creative Thinking** | | | **Ethical Capability** | | **Intercultural Capability** | | **Personal and Social Capability** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Questions and Possibilities** | **Reasoning** | **Meta-Cognition** | **Understanding Concepts** | **Decision Making and Actions** | **Cultural Practices** | **Cultural Diversity** | **Self-Awareness and Management** | **Social Awareness and Management** |
| **Annual learning areas** | | | | | | | | | |
| **English** |  |  |  |  |  | ‘Voices from the edge’ – Language mode: Speaking and Listening; Strand: Literature |  |  |  |
| **Mathematics** |  |  | All strands |  | Statistics and Probability |  |  | All strands |  |
| **Science** |  |  |  |  |  |  |  |  | ‘Would you drink it?’ – Science Understanding; Science Inquiry Skills |
| **Health and Physical Education** |  |  |  |  | ‘Respectful relationships’ – Personal, Social and Community Health |  | ‘Games around the world’ – Movement and Physical Activity | ‘Respectful relationships’ – Personal, Social and Community Health |  |
| **Languages** | ‘Me as a language learner’ – Communicating; Understanding; ‘Me and my family’ – Communicating; Understanding |  |  | ‘Me as a language learner’ – Communicating; Understanding |  | ‘Me and my family’ – Communicating; Understanding | ‘Me as a language learner’ – Communicating; Understanding |  | ‘Me as a language learner’ – Communicating; Understanding; ‘Me and my family’ – Communicating; Understanding |
| **Semester 1 learning areas** | | | | | | | | | |
| **Design and Technologies** | All strands | Creating Designed Solutions | All strands | All strands | All strands | All strands | All strands | All strands | All strands |
| **Visual Arts** |  |  | ‘Exploring ideas and developing an artwork’ – Explore and Express Ideas; Visual Arts Practices | ‘Exploring ideas and developing an artwork’ – Explore and Express Ideas; Visual Arts Practices |  | ‘Exploring ideas and developing an artwork’ – Explore and Express Ideas; Visual Arts Practices |  | ‘Exploring ideas and developing an artwork’ – Explore and Express Ideas; Visual Arts Practices | ‘Exploring ideas and developing an artwork’ – Explore and Express Ideas; Visual Arts Practices |
| **Media Arts** |  | ‘Planning a documentary artwork’ – Explore and Represent Ideas; Present and Perform; Respond and Interpret |  | ‘Planning a documentary artwork’ – Explore and Represent Ideas; Present and Perform; Respond and Interpret | ‘Planning a documentary artwork’ – Explore and Represent Ideas; Present and Perform; Respond and Interpret |  | ‘Planning a documentary artwork’ – Explore and Represent Ideas; Present and Perform; Respond and Interpret | ‘Planning a documentary artwork’ – Explore and Represent Ideas; Present and Perform; Respond and Interpret | ‘Planning a documentary artwork’ – Explore and Represent Ideas; Present and Perform; Respond and Interpret |
| **Drama** | Explore and Express Ideas |  |  |  |  |  |  |  |  |
| **History** | Historical Concepts and Skills | Historical Concepts and Skills |  |  |  | Historical Knowledge |  |  |  |
| **Geography** |  | ‘Changing nations’ – all strands |  | ‘Water in the world’ – all strands; ‘Changing nations’ – all strands |  | ‘Water in the world’ – all strands | ‘Water in the world’ – all strands |  |  |
| **Semester 2 learning areas** | | | | | | | | | |
| **Civics and Citizenship** |  |  |  | All strands | All strands | Citizenship, Diversity and Identity | Citizenship, Diversity and Identity |  |  |
| **Economics and Business** | All strands | All strands | All strands | All strands | All strands |  |  |  |  |
| **Dance** |  |  |  |  |  |  |  | Dance Practices |  |
| **Music** |  |  |  |  |  |  |  |  | Music Practices |
| **Digital Technologies** |  |  |  |  |  |  |  |  |  |
| **Visual Communication Design** |  |  | ‘Developing and designing a logo’ – all strands |  | ‘Developing and designing a logo’ – all strands | ‘Developing and designing a logo’ – all strands | ‘Developing and designing a logo’ – all strands | ‘Developing and designing a logo’ – all strands | ‘Developing and designing a logo’ – all strands |

Teaching and learning program – Year 8

|  | **Critical and Creative Thinking** | | | **Ethical Capability** | | **Intercultural Capability** | | **Personal and Social Capability** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Questions and Possibilities** | **Reasoning** | **Meta-Cognition** | **Understanding Concepts** | **Decision Making and Actions** | **Cultural Practices** | **Cultural Diversity** | **Self-Awareness and Management** | **Social Awareness and Management** |
| **Annual learning areas** | | | | | | | | | |
| **English** |  |  | Language mode: Reading and Viewing; Strand: Literature |  |  |  | Language mode: Speaking and Listening; Strand: Language |  |  |
| **Mathematics** |  |  | All strands | All strands | All strands |  |  | All strands |  |
| **Science** |  |  |  | ‘Mining for minerals’ – Science Understanding | ‘Mining for minerals’ – Science Understanding |  |  |  |  |
| **Health and Physical Education** |  |  |  |  | ‘Respectful relationships’ – Personal, Social and Community Health |  |  | ‘Respectful relationships’ – Personal, Social and Community Health |  |
| **Languages** | ‘School life’ – Communicating; Understanding |  | ‘School life’ – Communicating; Understanding | ‘School life’ – Communicating; Understanding |  | ‘School life’ – Communicating; Understanding |  |  | ‘School life’ – Communicating; Understanding |
| **Semester 1 learning areas** | | | | | | | | | |
| **Design and Technologies** | Creating Designed Solutions | Creating Designed Solutions | Creating Designed Solutions |  |  |  |  |  |  |
| **Visual Arts** |  | ‘Sorry (2008) The work of Tony Albert’ – Explore and Express Ideas; Respond and Interpret |  | ‘Sorry (2008) – The work of Tony Albert’ – Explore and Express Ideas; Respond and Interpret |  | ‘Sorry (2008) The work of Tony Albert’ – Explore and Express Ideas; Respond and Interpret |  |  | ‘Sorry (2008) The work of Tony Albert’ – Explore and Express Ideas; Respond and Interpret |
| **Media Arts** |  |  | ‘Use of technical and symbolic codes and conventions’ – Media Arts Practices; Respond and Interpret |  | ‘Use of technical and symbolic codes and conventions’ – Media Arts Practices; Respond and Interpret | ‘Use of technical and symbolic codes and conventions’ – Media Arts Practices; Respond and Interpret |  | ‘Use of technical and symbolic codes and conventions’ – Media Arts Practices; Respond and Interpret | ‘Use of technical and symbolic codes and conventions’ – Media Arts Practices; Respond and Interpret |
| **Drama** |  |  |  |  |  |  |  | Drama Practices |  |
| **History** | Historical Concepts and Skills | Historical Concepts and Skills |  |  |  |  |  |  |  |
| **Geography** |  | ‘Growing cities’ – all strands; ‘Protecting landscapes’ – all strands |  | ‘Growing cities’ – all strands; ‘Protecting landscapes’ – all strands | ‘Growing cities’ – all strands; ‘Protecting landscapes’ – all strands | ‘Protecting landscapes’ – all strands | ‘Protecting landscapes’ – all strands |  |  |
| **Semester 2 learning areas** | | | | | | | | | |
| **Civics and Citizenship** |  |  |  | All strands | All strands |  |  |  |  |
| **Economics and Business** | All strands | All strands | All strands | All strands | All strands |  |  |  |  |
| **Dance** |  |  |  |  |  | Present and Perform |  |  |  |
| **Music** |  |  |  |  |  | Respond and Interpret |  |  |  |
| **Digital Technologies** | Creating Digital Solutions |  | Creating Digital Solutions | Data and Information | Data and Information |  |  | Creating Digital Solutions | Data and Information |
| **Visual Communication Design** |  |  | ‘Packaging design’ – all strands | ‘Packaging design’ – all strands |  |  | ‘Packaging design’ – all strands |  | ‘Packaging design’ – all strands |

Teaching and learning program – Year 9

|  | **Critical and Creative Thinking** | | | **Ethical Capability** | | **Intercultural Capability** | | **Personal and Social Capability** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Questions and Possibilities** | **Reasoning** | **Meta-Cognition** | **Understanding Concepts** | **Decision Making and Actions** | **Cultural Practices** | **Cultural Diversity** | **Self-Awareness and Management** | **Social Awareness and Management** |
| **Annual learning areas** | | | | | | | | | |
| **English** | ‘Experiment and adaptation’ and ‘Creating literary texts’ – Language mode: Writing; Strand: Literature |  |  |  |  |  |  |  |  |
| **Mathematics** |  |  |  |  | Statistics and Probability |  |  |  |  |
| **Science** |  |  |  |  |  | ‘In my backyard’ – Science Understanding | ‘In my backyard’ – Science Understanding |  |  |
| **Health and Physical Education** |  |  |  |  | ‘Respectful relationships’ – Personal, Social and Community Health | ‘Australia: A sporting nation?’ – Movement and Physical Activity | ‘Australia: A sporting nation?’ – Movement and Physical Activity | ‘Respectful relationships’ – Personal, Social and Community Health |  |
| **Languages** | ‘Festivals and celebrations’ – Communicating; Understanding |  |  | ‘Festivals and celebrations’ – Communicating; Understanding |  | ‘Festivals and celebrations’ – Communicating; Understanding |  |  | ‘Festivals and celebrations’ – Communicating; Understanding |
| **Semester 1 learning areas** | | | | | | | | | |
| **Design and Technologies** | All strands | All strands | All strands |  |  |  |  |  |  |
| **Visual Arts** | ‘Exploring ideas and developing an artwork’ – Explore and Express Ideas; Visual Arts Practices; Present and Perform |  | ‘Exploring ideas and developing an artwork’ – Explore and Express Ideas; Visual Arts Practices; Present and Perform | ‘Exploring ideas and developing an artwork’ – Explore and Express Ideas; Visual Arts Practices; Present and Perform |  | ‘Exploring ideas and developing an artwork’ – Explore and Express Ideas; Visual Arts Practices; Present and Perform | ‘Exploring ideas and developing an artwork’ – Explore and Express Ideas; Visual Arts Practices; Present and Perform | ‘Exploring ideas and developing an artwork’ – Explore and Express Ideas; Visual Arts Practices; Present and Perform | ‘Exploring ideas and developing an artwork’ – Explore and Express Ideas; Visual Arts Practices; Present and Perform |
| **Media Arts** | ‘Advertising campaigns’ – Explore and Express Ideas; Media Arts Practices; Present and Perform | ‘Advertising campaigns’ – Explore and Express Ideas; Media Arts Practices; Present and Perform | ‘Advertising campaigns’ – Explore and Express Ideas; Media Arts Practices; Present and Perform | ‘Advertising campaigns’ – Explore and Express Ideas; Media Arts Practices; Present and Perform |  |  | ‘Advertising campaigns’ – Explore and Express Ideas; Media Arts Practices; Present and Perform | ‘Advertising campaigns’ – Explore and Express Ideas; Media Arts Practices; Present and Perform | ‘Advertising campaigns’ – Explore and Express Ideas; Media Arts Practices; Present and Perform |
| **Drama** |  |  |  |  |  |  |  |  | Present and Perform |
| **History** | Historical Concepts and Skills | Historical Concepts and Skills |  |  |  |  |  |  |  |
| **Geography** |  |  |  |  |  | ‘Food security’ – all strands | ‘Food security’ – all strands |  |  |
| **Semester 2 learning areas** | | | | | | | | | |
| **Civics and Citizenship** |  |  |  | All strands | All strands |  |  |  |  |
| **Economics and Business** | All strands | All strands | All strands | All strands | All strands |  |  |  |  |
| **Dance** |  |  |  |  |  | Explore and Express Ideas |  |  |  |
| **Music** | Explore and Express Ideas |  |  |  |  |  |  |  |  |
| **Digital Technologies** |  |  |  |  |  |  |  |  |  |
| **Visual Communication Design** | ‘Advertising posters’ – all strands |  | ‘Advertising posters’ – all strands | ‘Advertising posters’ – all strands | ‘Advertising posters’ – all strands | ‘Advertising posters’ – all strands | ‘Advertising posters’ – all strands | ‘Advertising posters’ – all strands | ‘Advertising posters’ – all strands |

Teaching and learning program – Year 10

|  | **Critical and Creative Thinking** | | | **Ethical Capability** | | **Intercultural Capability** | | **Personal and Social Capability** | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Questions and Possibilities** | **Reasoning** | **Meta-Cognition** | **Understanding Concepts** | **Decision Making and Actions** | **Cultural Practices** | **Cultural Diversity** | **Self-Awareness and Management** | **Social Awareness and Management** |
| **Annual learning areas** | | | | | | | | | |
| **English** |  |  | Comparing texts – Literature |  |  |  |  |  |  |
| **Mathematics** |  |  |  | Statistics and Probability | Statistics and Probability |  |  |  |  |
| **Science** | ‘Up in the air’ – Science Understanding; Science Inquiry Skills |  | ‘Up in the air’ – Science Understanding; Science Inquiry Skills |  |  |  |  |  |  |
| **Health and Physical Education** |  |  |  |  | ‘Respectful relationships’ – Personal, Social and Community Health |  |  | ‘Respectful relationships’ – Personal, Social and Community Health |  |
| **Languages** | ‘Teenage social life’ – Communicating; Understanding |  | ‘Teenage social life’ – Communicating; Understanding |  | ‘Teenage social life’ – Communicating; Understanding |  | ‘Teenage social life’ – Communicating; Understanding | ‘Teenage social life’ – Communicating; Understanding |  |
| **Semester 1 learning areas** | | | | | | | | | |
| **Design and Technologies** | Creating Designed Solutions | Creating Designed Solutions | All strands | All strands |  |  |  |  |  |
| **Visual Arts** | ‘46.11 min (Odetta at Town Hall ), 2016 – The work of Colleen Ahern’ – Respond and Interpret; Explore and Express Ideas; Present and Perform |  |  |  | ‘46.11 min (Odetta at Town Hall ), 2016 – The work of Colleen Ahern’ – Respond and Interpret; Explore and Express Ideas; Present and Perform |  | ‘46.11 min (Odetta at Town Hall ), 2016 – The work of Colleen Ahern’ – Respond and Interpret; Explore and Express Ideas; Present and Perform | ‘46.11 min (Odetta at Town Hall ), 2016 – The work of Colleen Ahern’ – Respond and Interpret; Explore and Express Ideas; Present and Perform | ‘46.11 min (Odetta at Town Hall ), 2016 – The work of Colleen Ahern’ – Respond and Interpret; Explore and Express Ideas; Present and Perform |
| **Media Arts** |  |  | ‘Movie trailer planning and production’ – Media Arts Practices; Respond and Interpret |  | ‘Movie trailer planning and production’ – Media Arts Practices; Respond and Interpret | ‘Movie trailer planning and production’ – Media Arts Practices; Respond and Interpret |  | ‘Movie trailer planning and production’ – Media Arts Practices; Respond and Interpret | ‘Movie trailer planning and production’ – Media Arts Practices; Respond and Interpret |
| **Drama** |  |  | Respond and Interpret |  |  |  |  |  |  |
| **History** | Historical concepts and skills | Historical concepts and skills |  |  |  |  |  |  |  |
| **Geography** |  |  | ‘Environmental change and management’ *–* all strands |  |  |  |  |  | ‘Environmental change and management’ *–* all strands |
| **Semester 2 learning areas** | | | | | | | | | |
| **Civics and Citizenship** |  |  | ‘Legal obligations’ – Laws and Citizens; Government and Democracy | All strands | All strands |  |  |  |  |
| **Economics and Business** | All strands | All strands | All strands | All strands | All strands |  |  |  |  |
| **Dance** |  |  |  |  |  |  |  | Respond and Interpret |  |
| **Music** |  |  | Present and Perform |  |  |  |  |  |  |
| **Digital Technologies** | Creating Digital Solutions | Creating Digital Solutions | Creating Digital Solutions | Data and Information | Data and Information |  |  |  | Data and Information |
| **Visual Communication Design** |  | ‘Architectural design’ – all strands | ‘Architectural design’ – all strands |  | ‘Architectural design’ – all strands | ‘Architectural design’ – all strands | ‘Architectural design’ – all strands | ‘Architectural design’ – all strands | ‘Architectural design’ – all strands |