Primary Years Band

Years 3, 4 and 5
Contents

Learners and learning in the Primary Years .......................................................... 5
Arts .................................................................................................................. 9
Design and technology .................................................................................. 33
English ......................................................................................................... 57
Health and physical education ................................................................. 89
Languages .................................................................................................... 115
Mathematics ............................................................................................... 157
Science .......................................................................................................... 201
Society and environment ................................................................. 229
The Primary Years Band of the SACSA Framework describes the Curriculum Scope and Standards for learning in Years 3 to 5.

All Primary Years learners are individuals who come from a range of linguistic, cultural and social backgrounds. They bring to learning their own prior knowledge and experiences, needs, interests, concerns, expectations and aspirations.

In addition, Primary Years learners:

- have high levels of energy and enjoy physical activity resulting in natural movement and noise in both class and play spaces
- are experiencing different kinds of friendships and exploring power dynamics
- are exploring the similarities and differences between being male and female
- are experimenting with identity and referencing themselves against peers
- are keen to extend their capabilities and self-expression
- are able to engage enthusiastically and expand their thinking in ways that are reflective and spontaneous.

To meet the needs of this range of learners, the learning process is complex, dynamic, interactive and cyclical, not linear. It involves learners continuously extending, elaborating, reformulating and reflecting upon their frameworks of knowledge and values.

Within this concept of progress in learning, students are active learners who learn at different rates and need multiple challenges. They also need to be supported in developing responsibility for their own learning, and enthusiasm for continuous learning.

**Integrating the Essential Learnings throughout the curriculum**

The Essential Learnings are integrated with concepts and processes throughout the curriculum, including all of the Learning Areas. The Essential Learnings depict the knowledge, capabilities and dispositions which students develop through learning in this Band. They are overarching qualities which continue to be developed in increasingly complex ways through each Band and beyond schooling through lifelong learning. Teachers in the Primary Years integrate the Essential Learnings into learning tasks in ways which are appropriate to their students and
contexts. In the Primary Years Band some specific kinds of learnings related to each Essential Learning are as follows:

1. **FUTURES**: developing perspectives to critically reflect upon and contribute to creating preferred futures, including:
   - recognising patterns and connections within systems
   - identifying, researching and analysing challenges for the future
   - understanding world views and how they are constructed and manifested
   - taking ethical action to affect personal and social change.

2. **IDENTITY**: critically understanding and developing personal identity, group identity, and relationships, and acting to shape these, including:
   - understanding and engaging with diversity
   - developing self-awareness and understanding with a strong sense of self-worth
   - making changes to those values and practices that are harmful
   - developing understanding that identities are constructed around personal and social values, ethics, systems and practices
   - negotiating ways of relating to others in a range of learning, social and working contexts.

3. **INTERDEPENDENCE**: developing a sense of connectedness with other people, and systems, reflecting on and taking action to shape local and global communities, including:
   - understanding that all living things are connected and interdependent
   - understanding needs, feelings, capabilities and interests of others
   - identifying how human actions have had a positive or negative impact on other living systems or things
   - contributing as a member of a team to achieve individual and shared goals
   - taking action to achieve preferred social and physical environments.

4. **THINKING**: developing creativity, enterprise, wisdom and the capability to evaluate and generate ideas and solutions, including:
   - understanding and using metacognition (knowing oneself as a thinker and a learner)
   - recognising patterns in language, number, shapes and quantities
   - taking risks in thinking using creative and imaginative processes
   - using enterprising attributes to identify areas for change, growth, innovation or future development
   - exploring and responding to questions.

5. **COMMUNICATION**: developing knowledge, skills and dispositions required to construct and deconstruct meaning, and to critically understand and use the power of communication and its technologies, including:
   - using different forms of communication and adapting and selecting communication for different people and contexts
   - developing a confident interpersonal style based on open, respectful communication
   - being able to receive and share meaning through texts, numbers and symbols; and visual, auditory, tactile and movement forms
being able to use effective communication to solve problems when working individually or with others

- using technology and appropriate tools and resources to research, collect, plan, analyse and organise information and share findings with others.

In the Primary Years Band, as in all other Bands, literacy, numeracy and information and communication technologies (ICTs) are key dimensions of the Communication Essential Learning.

**Literacy**

Literacy involves understanding, analysing, critically responding to and producing appropriate spoken, written, visual and multimedia communications in different contexts.

**Numeracy**

Numeracy involves understanding, analysing, critically responding to and using mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number.

**Information and communication technologies (ICTs)**

Learners use information and communication technologies to develop operational skills, critically design and construct texts, search for and sort information, and communicate with others.

**Enterprise and Vocational Education in the primary years**

Students in the Primary Years apply knowledge, skills and understandings of Key Competencies and enterprise attributes from one context to another. As a result, they learn to self-manage their work and accomplish tasks.

Through actual and simulated workplace learning and classroom activities, students demonstrate an awareness of how paid and unpaid work contribute to society. They recognise learning opportunities in a situation and confidently take risks to act on their initiative, understanding that learning requires persistence and is part of a lifelong process.
Arts

Introduction

Arts is a collective term. It gathers together the means of expression and understanding that engage our imaginations and suspend disbelief. Artists such as actors, dancers, film-makers, painters, designers and singers entice us to reflect on their arts works—symbolic representations of life experiences and imagined worlds. Artists play a major role in communications experienced on a daily basis and are also called upon to symbolise moments of great importance to cultural groups. Arts forms are based on tradition and evolve according to changing social, cultural and technological practices. In Australia the arts is a term widely used to refer to five main arts forms—dance, drama, media, music and visual arts—as well as combinations of these, such as circus, music-cinema, music-theatre, dance-drama and performance art. The term also encompasses emergent forms being constructed and refined through practice and discussion.

Arts have many purposes—aesthetic, economic, educational, entertainment, functional, sacred, social documentation, therapeutic and political. All styles of expression described by such terms as traditional, contemporary, popular, folk, commercial and fine arts are represented in arts works. Individual arts works can serve to maintain the status quo or challenge assumptions, and critique social, cultural, economic and political practices. Some arts works are performed or presented in formal settings—art galleries (real or virtual), cinemas, entertainment centres and theatres—while others appear more informally in homes, schools, shopping centres, streetscapes or as signage in public venues. Artists influence the design of clothing and everyday objects in private and public life, and the look, sound and feel of interiors and exteriors in the built environment. They also influence human behaviour in the everyday world by affecting patterns of language and gesture. Arts play a major role in shaping Australia’s identity and constitute a significant part of the Australian economy, creating a key industrial and economic influence. Indeed the arts industry represents one of Australia’s major sources of employment, and vocational opportunities continue to grow as emerging information and communication technologies allow artists to create new arts forms.

Learning in arts engages children and students in satisfying, lifelong involvement and pleasure. The richness of meaning expressed in arts works serves both to generate intellectual rigour and demonstrate a sense of self-worth in individuals and communities. The arts provide a means by which learners can explain, reflect, understand and critique society and imagine better worlds. They develop non-literal languages and discover subtle ways of communicating through metaphor and innuendo. Such learning engages their intellect and creativity; enables them to
become active, creative problem-solvers; and offers opportunities to access alternative modes of thinking and feeling that are specific to each arts form.

In dance, for example, children and students learn not only to control their bodies in expressive movement but to interact socially in proximity to others. In drama the skills of interpersonal communication can be developed to describe imagined situations or to make social comments. Analysing and producing media sharpen learners’ critical awareness of underlying media messages. Music is part of daily living and learners gain immense satisfaction from acquiring competency in music making and appreciation. In visual arts children and students learn to represent reality and imagination in skilful ways and to express their personal feelings, thus developing a sense of self. They also learn to interpret visual information and to use two and three dimensional forms and images to communicate and represent ideas. Emergent and combined arts forms enable learners to use information and communication technologies to represent ideas in ways that have never before been seen or heard, and to design interactive pathways as alternatives to linear storytelling common in traditional arts works.

The arts Learning Area aims to develop in all students:

- dispositions and capacities to understand and engage in creation/re-creation and presentation/performance in each of the major arts forms of dance, drama, media, music and visual arts; as well as combinations of these arts forms and those that are newly emergent
- aesthetic understanding by critically responding to and confidently communicating their analyses of arts works
- a contextual perspective for considering and valuing the relationships and interconnections which exist across different cultures
- an understanding that arts both shape and represent the cultures through which they are expressed, thus contributing to the dynamic nature of personal and group identity
- knowledge, understanding and skills in each of the five major arts forms and a capacity to participate actively in constructing new realities and new possibilities through the creation of arts works
- capacities to apply arts learning to other Learning Areas, to life in the wider community, to the virtual community, and in accessing further education and training.

**The SACSA Framework and ESL students**

In supporting teaching and learning for ESL students and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
Through active involvement in arts, students develop creative and powerful ways of expressing themselves. KC2 • KC6 When given the opportunity to respond to, reflect on and analyse arts works, they develop a critical appreciation of their own works and that of others. KC1 • KC2 When students consider the influence of context in the arts, their awareness is sharpened and their own practice informed. The curriculum framework for arts is organised through three strands:

- arts practice
- arts analysis and response
- arts in contexts.

These strands are designed to capture ways of ‘knowing, understanding and doing’ in the arts. The strands are interrelated and equally important, informing one another and providing different starting points for arts learning.

Through the three strands, students develop knowledge and an understanding of the concepts, conventions, skills and techniques of each of the five major arts forms—dance, drama, media, music and visual arts.

**Achieving a balance of arts learning experiences**

The learning experiences suggested in the Bands which follow are presented to emphasise that all students should experience all of the arts forms during their time at school. While the nature of experiences offered will vary greatly from school to school, all students in the primary and middle years of schooling should be given opportunities to experience all five arts forms to some degree and depth. At the senior level students should have the option to learn in depth one or more of these five arts forms.

Each arts form has its own characteristics and body of knowledge, and each makes a unique contribution to learning.

**Dance:** the expression of human movement that forms an integral part of human life and culture existing in a variety of forms and purposes ranging from social pastime to theatrical performance and religious rite. It uses the body in myriad ways and incorporates the use of space, time and energy.
Drama: the enactment of real and imagined events through role-play, play making and performance, enabling individuals and groups to explore, shape and represent ideas, feelings and their consequences in symbolic or dramatic form.

Media: the visual and aural communication of ideas for a mass audience using print, film and electronic media. It uses technology to create products in a multiplicity of media forms. It extends to the understanding of media codes and conventions, and the critical analysis of the media, through the development and understanding of media language.

Music: the aural representation of ideas as sounds and silences using voice, body, found sounds, and acoustic and electronic instruments/equipment. These sound sources may be organised in terms of rhythm, melody, harmony, texture, dynamics, tempo and form.

Visual arts: the exploration and expression of ideas through a broad range of approaches in visual images, forms and structures. These include contemporary visual culture, traditional crafts and design (graphic, environmental, product) as well as experimental and conceptual work. Visual arts practice involves the use of a diversity of visual conventions and symbols; and of materials, mediums and techniques, underpinned by aesthetic, social, cultural and technological considerations.

Engagement in the arts also involves using new technologies, including multimedia, in the exploration of ideas in the creation/re-creation of arts works in one or more of the arts forms, combinations thereof, or those forms that are newly emergent. T • C • F • KC6 • KC7

Design in arts

Design, in the context of the arts Learning Area, largely emphasises aesthetic concerns, that is the look and feel of a designed work and the use of materials in relation to intended function. In evaluating arts design, criteria emerge from the following questions: How well has it been designed? Is it pleasing to the senses? How skilful has the designer been in using materials/techniques? How innovative is the design solution?

This emphasis may differ from the conceptions of design in the design and technology Learning Area but, in both areas, designers work from a brief that involves the pursuit of an idea through to a solution.

Literacy, numeracy and information and communication technologies in arts

Through arts, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in
different contexts. This learning is evident in arts as students learn to use specialised language and texts to create, interpret and critique a range of text images, forms, styles and structures. Reviews, story boards, scripts and journals are examples of texts in arts.

Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in arts when, for example, students design products using sequencing and patterning, accurate measurement and a sense of shape, size, dimension and perspective. Gathering, interpreting and analysing data in relation to audience, viewer and user behaviour is another example of numeracy in arts.

Learners develop and use operational skills in **information and communication technologies** to critically design and construct texts, search for and sort information, and communicate with others. Examples of this learning are evident in arts when students develop, produce and present animation, computer imaging, computer-aided design and digital and electronic recording.
Strand: arts practice

Arts practice enables freedom of expression of thoughts and feelings in individual and diverse ways and develops a sense of personal and group identity. KC2 It involves generating, planning and experimenting with ideas; risk-taking and uncertainty; bringing a new product into existence; and/or reworking and transforming existing works or ideas. KC3 • KC6 While the works of some artists are personal and private, most arts works are made to be performed or presented to audiences/viewers/users. KC2 Sometimes the audiences represent family, social, cultural or religious groups. At other times, as with film/video or with online performance and presentation, the audience is unknown and unlimited. Students come to school with extensive, rich and diverse prior learning in one arts form or more and this cultural knowledge is a rich resource for themselves, their peers and their learning community. Arts are for all students, no matter what their skills and talents or their aspirations as arts practitioners.

Students in the Primary Years are motivated by arts activities and want to succeed in their drawing, singing, dancing, media production and playmaking. Indeed, they may be involved in dance, painting or music outside the school. Prior learning, giftedness or talent in one or more arts forms may easily be recognised at this age. Through involvement in arts practice, all students develop a positive sense of self, a capacity for expressing personal skills and opinions, and deeper understandings about themselves and the societies in which they live. Id • In

In the Primary Years, problem-solving can be applied to creative arts practice—by inventing new solutions to arts problems as they plan, create and generate arts works in all forms. T • KC3 • KC6 Their arts ideas at times revolve around form or medium, repeating and refining a work that pleases them until they find its best expression. KC3 At other times the work is centred around content, such as portraying meaning often as a team effort. KC4 They are able to work at an idea over an extended time and display commitment to a project throughout stages of development, predicting how things will turn out. KC6 Using resources from other Learning Areas extends the pool of inspirational starting points beyond their personal resources, but imagination still plays an important part in decisions about what to produce or perform and how to go about it. KC2 Issues of concern in the learning environment or the local community are also appropriate beginnings for arts works. Through such projects they learn that it is possible for them to influence the future through action. F • In

Primary Years students learn about the specific skills and knowledge that make performances and presentations work smoothly, convey meaning and look or sound authentic. KC2 They are likely to show a high level of interest in skill development and want to practise skills on their own such as those associated with multimedia animation, rhythmic drumming or particular dance sequences in order to reinforce their sense of self as growing and maturing individuals. It is therefore opportune for them to learn skills in all arts forms, building on this self-discipline. Primary Years students understand the conventions of a particular arts form and work safely with many mechanical and electronic technologies to make sculptures, record their own music, or make a video program. KC3 • KC7 Students create their own learning opportunities by pursuing arts as personal pastimes. KC6 They invent, practise and refine techniques and employ flexibility, adaptability and risk-taking in the development of skills and arts techniques. T • Id • C • KC3
Experiences in sharing arts works at this age are enjoyable, developmental, challenging and confidence-building. KC2 They develop personal identity by contributing their best efforts to displays, presentations, performances and broadcasts. They enhance group identity by working collaboratively in teams to create or interpret an arts work for a particular audience or viewer, and effectively communicate their ideas, feelings and experiences. KC2 • KC4 They enjoy the excitement and stimulation of working towards participation in youth arts festivals and other cultural events, and continue to develop the capacity to use information and communication technologies to create and share arts works with peers in distant locations. Id • C • KC2

Following are the Key Ideas that comprise the arts practice strand.
Students explore representations of real and imagined experiences. They create, plan or shape new and/or existing arts works to express ideas, feelings and events related to personal, social and environmental futures in local and global communities.

This includes such learning as:

- using expressive skills, improvisation, concentration, discipline and commitment, and working towards the production of completed functional and non-functional arts works T • KC2 • KC3
- planning and making arts works based on their own ideas or on existing arts works, and going beyond their own experiences and into local and global (both real and virtual) communities for sources of inspiration Id • T • KC3
- interpreting arts ideas, formulating concepts, drawing inferences, anticipating consequences and reaching conclusions for themselves T • KC1 • KC6
- analysing and exploring the ways in which individual and group identities are represented through arts works Id • KC1
- exploring aspects of culture (eg class, gender, abilities) and their influence on preference to appreciate the immense diversity of self-expression possible through the arts. Id • KC1
At Standard 1, towards the end of Year 2, the child:

1.1

Confidently uses play and imagination to create/re-create arts works within each arts form. 
Id • T • KC6

Examples of evidence include that the child:
- Improvises a dance using different stimuli (eg own body, branch, chair, hat, hoop, ball, elastic) as starting points Id • T • KC2 • KC8
- Works cooperatively or in teams to generate a dramatisation to explore ideas (eg being a character in a story, acting out a different end to a known story, interpreting a poem) T • C • KC3 • KC4 • KC8
- Experiments with drawing and recording a series of sequenced images from a well-known story using software or by displaying them in correct sequence Id • T • KC3 • KC6 • KC7
- Recites chants, rhymes or well-known songs, experimenting with voice changes (eg high/low, loud/soft, quick/slow) to create different moods and meanings Id • T • KC2 • KC6
- Draws characters or events from stories, Dreaming stories, poems or legends to develop images for a planned group mural/wall display. T • C • KC3 • KC6

At Standard 2, towards the end of Year 4, the student:

2.1

Connects real and imagined experiences from the past, present and future, when creating/re-creating arts works within each arts form. 
F • Id • KC1 • KC6

Examples of evidence include that the student:
- Selects and defines a space in which to create/re-create dance sequences or movements Id • T • KC3
- Uses experience and imagination or paintings, stories and poems as a stimulus for drama (eg Dreaming stories) Id • T • KC6
- Uses photographic, computer generated/manipulated means to create images which represent their understanding of past, present and future times Id • T • F • KC6 • KC7
- Improvises with sound to express the mood of another arts work (eg painting, play, dance, poster) Id • T • KC2
- Interprets a character from a story using different mediums (eg paint, clay, found objects). Id • T • KC6

At Standard 3, towards the end of Year 6, the student:

3.1

Uses thought, imagination, research and experimentation to create/re-create arts works within each arts form that convey meaning about issues within their community. 
Id • In • T • C • KC1 • KC2

Examples of evidence include that the student:
- Explores a theme in small groups or teams, and uses combinations of dance elements and sequences to develop the ideas through expressive movement Id • T • KC1 • KC3 • KC4 • KC6
- Uses a newspaper or magazine article as a stimulus for exploring an issue, and focuses on characterisation and setting to create a dramatic situation T • C • KC6
- Selects sound sources to accompany moments in a peer-produced scripted play or video, and uses electronic means to compose a short musical work to heighten meaning or denote scene change T • C • KC1 • KC2 • KC3 • KC4
- Improvises a short instrumental or vocal work and experiments with notation, as the basis for a composed work to accompany a play, computer generated animation T • KC3
- Synthesises artistic ideas and selects, assembles and manipulates different techniques and materials to create a 2-D or 3-D object which conveys a socially relevant message. T • KC1 • KC2 • KC3 • KC6
Strand: arts practice

Students experiment with ideas and think in concrete and abstract ways within each arts form to develop their knowledge of concepts; practise and collect evidence of their arts skills; engage in a range of techniques, and use technologies appropriate to each arts form. 

Across arts forms and within each of the arts forms this includes such learning as:

- integrating arts works from specific arts forms when developing combined arts works, and recognising and describing combined and emergent arts forms T • KC2 • KC3
- analysing and understanding how artists’ paid and unpaid work contributes to society. Students consider issues such as the changing nature of artists’ work, changing patterns of employment and the impact of artists’ work on lifestyles F • T • KC1
- developing rehearsal skills, visual language/visual literacy and body language; using aural and interpretive skills; and thinking in sound, visual and tactile modes C • KC1
- developing technical skills in the use of electronic and mechanical equipment for arts (eg scanner, digital camera), and working safely with arts materials and techniques T • KC7
- using e-mail, webpages, Internet, virtual museums/galleries creatively for production and distribution of arts works within each arts form C • KC6 • KC7
- using arts technologies, including multimedia and culturally specific technologies, to create arts works for self and with others C • KC6 • KC7
- exploring and analysing the technical and operational skills used in arts presentations/productions that are not evident to viewers (eg out of camera range in film, what happens behind the scenes in a theatre, and use of space on stage) T • C • KC1
- employing specific concepts and elements associated with each arts form to develop works/products/productions, including those listed below: T • C • KC3

<table>
<thead>
<tr>
<th>Dance</th>
<th>Drama</th>
<th>Media</th>
<th>Music</th>
<th>Visual arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>body</td>
<td>plays</td>
<td>image/sound/text</td>
<td>rhythm</td>
<td>visual conventions</td>
</tr>
<tr>
<td>time</td>
<td>play reading</td>
<td>space/time</td>
<td>melody</td>
<td>drawings and paintings</td>
</tr>
<tr>
<td>space</td>
<td>puppets</td>
<td>films</td>
<td>harmony</td>
<td>design</td>
</tr>
<tr>
<td>energy</td>
<td>scripted plays</td>
<td>television programs</td>
<td>texture</td>
<td>collages</td>
</tr>
<tr>
<td>movement dynamics</td>
<td>puppet plays</td>
<td>radio programs</td>
<td>dynamics</td>
<td>prints</td>
</tr>
<tr>
<td>ritual dance</td>
<td>mimes</td>
<td>animations</td>
<td>timbre</td>
<td>posters</td>
</tr>
<tr>
<td>cultural dance</td>
<td>masked dramas</td>
<td>videos</td>
<td>texture</td>
<td>computer images</td>
</tr>
<tr>
<td>social dance</td>
<td>performance poetry</td>
<td>audio recordings</td>
<td>songs</td>
<td>sculptures</td>
</tr>
<tr>
<td>artistic dance</td>
<td>tableaux</td>
<td>newspapers</td>
<td>instrumental works</td>
<td>constructions</td>
</tr>
</tbody>
</table>

- developing and practising skills associated with each arts form, including those listed below: T • C

<table>
<thead>
<tr>
<th>Dance</th>
<th>Drama</th>
<th>Media</th>
<th>Music</th>
<th>Visual arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>choreography based on several cultural forms</td>
<td>dramatic play</td>
<td>sound/video recording</td>
<td>thinking in music</td>
<td>design</td>
</tr>
<tr>
<td>dance sequences</td>
<td>mime</td>
<td>soundtracks</td>
<td>repertoire</td>
<td>drawing</td>
</tr>
<tr>
<td>dance styles</td>
<td>text interpretation</td>
<td>storyboarding</td>
<td>improvising</td>
<td>graphics</td>
</tr>
<tr>
<td></td>
<td>acting</td>
<td>scriptwriting</td>
<td>notation</td>
<td>painting</td>
</tr>
<tr>
<td></td>
<td>play writing</td>
<td>animating</td>
<td>arranging</td>
<td>printmaking</td>
</tr>
<tr>
<td></td>
<td>directing</td>
<td>lighting</td>
<td>interpreting</td>
<td>sculpturing</td>
</tr>
<tr>
<td></td>
<td>stagecraft</td>
<td>framing</td>
<td>composing</td>
<td>crafting</td>
</tr>
<tr>
<td></td>
<td>set design/construction</td>
<td>sequencing</td>
<td>singing</td>
<td>jewellery making</td>
</tr>
<tr>
<td></td>
<td>stage management</td>
<td>editing</td>
<td>playing instruments</td>
<td>computer imaging</td>
</tr>
<tr>
<td></td>
<td>sound</td>
<td>projection</td>
<td>electronic music</td>
<td>constructing</td>
</tr>
<tr>
<td></td>
<td>lighting</td>
<td>photography</td>
<td>aural skills</td>
<td>moulding</td>
</tr>
<tr>
<td></td>
<td>make-up</td>
<td>production techniques</td>
<td></td>
<td>forming</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dance</th>
<th>Drama</th>
<th>Media</th>
<th>Music</th>
<th>Visual arts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>sound/sequence recording</td>
<td>thinking in music</td>
<td>design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>props</td>
<td>storyboarding</td>
<td>repertoire</td>
<td>drawing</td>
</tr>
<tr>
<td></td>
<td>costume</td>
<td>scriptwriting</td>
<td>improvising</td>
<td>graphics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>animating</td>
<td>notation</td>
<td>painting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>lighting</td>
<td>arranging</td>
<td>printmaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>framing</td>
<td>interpreting</td>
<td>sculpturing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sequencing</td>
<td>composing</td>
<td>crafting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>editing</td>
<td>singing</td>
<td>jewellery making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>projection</td>
<td>playing instruments</td>
<td>computer imaging</td>
</tr>
<tr>
<td></td>
<td></td>
<td>photography</td>
<td>electronic music</td>
<td>constructing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>production techniques</td>
<td>aural skills</td>
<td>moulding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>authoring</td>
<td></td>
<td>forming</td>
</tr>
</tbody>
</table>
1.2

Explores skills, techniques and technologies from each arts form and engages in activities specific to each arts form to produce arts works. T • K06 • K07

Examples of evidence include that the child:

- re-enacts a particular pattern of movement where everyone has their own placement (eg a folk dance in a line, a group dance in a circle) or uses movement and different body shapes to convey an emotion or feeling
  Id • T • K02 • K05
- mimes simple personal experiences (eg brushing teeth, catching a bus, having breakfast) or enacts a situation from a given story or issue (eg a camping trip, friendship, endangered animals, road safety, planting a tree)
  T • C • K02
- uses basic media technologies (eg microphone and tape recorder during morning talk, digital camera for class photos, overhead transparency to project images on a screen, simple animation software) and explores them in media productions (eg acts out a commercial, designs and makes an advertisement for a magazine, newspaper photographs or websites to write own headlines and captions)
  T • C • K02 • K07
- plays or sings a simple tune by ear, invents their own graphic notation, and interprets it in playing/vocalising. They achieve different effects using sound and music to suggest mood (eg haste, calm)
  T • C • K02 • K06
- creates a pattern of repeated sound to accompany their own confident singing or uses body percussion to create a variety of effects (eg car starting up, clock ticking)
  T • K06
- interprets a story or character, selecting, assembling and combining different natural objects (eg leaves, seeds, twigs), surfaces and textures (eg rubbings or marbling) or creates different effects using colours, digital drawing tools, crayons, paints, pencils
  T • Id • K01 • K05 • K06 • K07

2.2

Demonstrates knowledge and skills specific to each arts form. Chooses appropriate techniques and technologies to complete work specific to one arts form or combinations thereof.

T • C • K01 • K03

Examples of evidence include that the student:

- names and performs common movements (eg bend, stretch, turn, roll, leap, jump, spinal roll) and dances using vocal sounds (eg storm, cyclone, beach scene) to accompany movements
  T • C • K02 • K07
- uses technical elements and technologies to enhance a role or performance (eg costumes to create character, lighting to focus attention, sound to suggest a mood) and memorises simple scripts or scenes
  T • C • K02 • K07
- uses specific skills and techniques appropriate to the media form to plan and make videos of a news report or interview, or uses magazines, newspaper photographs or websites to write own headlines and captions
  T • C • K03
- selects and controls different technologies, materials, techniques and software for a purpose and rearranges images and forms to create new ones (eg fantasy creatures, masks)
  T • C • K03 • K06 • K07

3.2

Selects, plans, and constructs arts works within each arts form using appropriate combinations of skills, techniques, processes, conventions and technologies.

T • C • K01 • K03

Examples of evidence include that the student:

- performs dance movements from different genres (eg line dancing, cultural dance, ballet, jazz, tap, techno) and combines them in short sequences
  T • K02 • K03
- rehearses and refines a structured drama situation in a number of different styles (eg slapstick, comedy, soap opera, melodrama)
  T • K03
- uses knowledge of advertising and news program conventions and interests for television/radio (eg storyboard, sequence of shots, jingle, action, sound effects) to devise advertisements for imaginary products for specified audiences
  T • C • K01 • K03
- uses appropriate techniques (eg voice, acoustic, electric, electronic) to produce desired sounds on instruments. They improvise and compose short instrumental or vocal musical works
  T • C • K03 • K06
- effectively combines different drawing techniques (eg cross-hatching, stipple, tone, shading) to communicate personal ideas about self-identity
  T • C
- uses hardware such as a drawing tablet to input an image to a computer, and software programs to create views of a world of colour and fantasy
  C • T • K08 • K07
Strand: arts practice

Students explore, change and transfer methods of presentation for particular audiences/viewers by working cooperatively or in teams in production and performing groups with a focus on personal and group identity. In • C • KC2 • KC4 • KC6

This includes such learning as:

- understanding that there are many roles and responsibilities in the production of arts works for performance/presentation. Students demonstrate an awareness of the ideas, feelings and perspectives of others when presenting/performing arts works within each arts form In • KC1 • KC2
- engaging specific audiences, exploring social issues through performance/presentation in groups or teams, exposing a range of ideas and concerns, and demonstrating increasing adaptability to different artistic situations and contexts for each of the arts forms C • KC2 • KC4 • KC6
- adapting presentations/performances for different audiences/viewers/users, eg community festivals or public events (local, recorded, live-to-air, website). Students show an understanding of cultural, socioeconomic and global connections, and the diversity of systems and cultures to which people belong In • C • KC1 • KC6
- exploring presentation/performance as a powerful way to communicate ideas, information, values and emotions in individual, group and social contexts and in different ways through each arts form C • KC2 • KC6
- transferring knowledge of the relationship between artists/audience/viewers/users to new contexts and situations when developing arts works within each arts form for performance, exhibition, panel assessment, viewing and screening. T • C • KC6
At Standard 1, towards the end of Year 2, the child:

1.3 Shares arts works from each arts form that express personal ideas and feelings and that convey meaning to known audiences/viewers. Id • C • KC2

Examples of evidence include that the child:

- identifies and performs movements that reflect emotions (eg uses facial expression, gestures and movements in performance to class) Id • C • KC1 • KC2
- works cooperatively with others or in teams to perform drama for familiar audiences (eg peers, teacher, whole class) Id • C • KC2 • KC4
- presents works in the class and to the school in a variety of multimedia forms (eg poster, newsletter, short video, book cover design, computer animation, slide show) C • KC2 • KC7
- performs, to their class, other classes, school assembly and for their immediate community, songs that involve soundscapes or compositions using found objects to make sounds that create a mood Id • T • C • KC2 • KC6
- displays personal visual arts works in classrooms, hallways, entrances, offices, library, on school website, on street-facing windows, school grounds, around the home, school fences and in the local community. Id • C • KC2

At Standard 2, towards the end of Year 4, the student:

2.3 Presents/perform arts works within each arts form to engage and influence a range of audiences/viewers, using sources of information beyond personal experience as inspiration. In • T • C • KC2

Examples of evidence include that the student:

- performs a group dance on a recognisable theme to visitors. They adjust aspects of the performance/presentation to suit the audience/viewers C • T • Id • KC2
- shares responsibilities with peers and performs assigned tasks to present a scene for another class. They use feedback from peer audience to improve the performance for adults C • T • Id • KC2 • KC4
- presents a media production to a variety of audiences and uses feedback about its intention and success C • T • Id • KC2
- performs songs as a group or team to an audience of parents/caregivers/peers/community members and reflects on the performance C • T • Id • KC1 • KC2 • KC4
- explores an arts or literary work for inspiration and works as part of a group or team to prepare visual arts works for display around a theme of local concern (eg community space, environmental beautification scheme). C • T • KC1 • KC4

At Standard 3, towards the end of Year 6, the student:

3.3 Works as an individual, or in groups, to present/perform arts works from each arts form that demonstrate an awareness of social, ecological and/or cultural issues to particular audiences/viewers. In • T • C • KC2 • KC4

Examples of evidence include that the student:

- performs a group dance as part of a class, school or youth festival theme (eg cultural celebration or environmental day) C • KC2 • KC4
- draws upon a range of skills to plan and present a drama performance on the same topic to a preschool group, another class of peers and parents/caregivers, or the local community. They adapt performed text to suit the particular audience or venue In • T • C • KC2 • KC4
- publishes a newspaper or online presentation to be distributed to the school and local community exploring issues relevant to their social/cultural life T • C • KC6
- performs a small repertoire of memorised musical works to class, teachers, other classes, assembly, parents/caregivers, or the wider community which celebrate particular social or cultural aspects of life in that community In • T • C • KC2 • KC6
- presents displays of visual arts works for significant social, religious or political occasions, which they have designed for a particular audience, venue, occasion or cultural custom. In • T • C • KC2

Primary Years Band — Arts
Strand: arts analysis and response

Students respond directly to arts works through the senses and emotions. They experience arts as audience members or viewers attending cultural celebrations, concerts, plays, films or exhibitions; viewing videos; listening to portable sound players; or interacting with arts works on the Internet. KC7 By reflecting on their own and others’ arts works, students are involved in interpretation and comparison. KC1 They engage in analysis from a range of perspectives as they describe, judge, value and challenge arts works, ideas and experiences. KC1 • KC2 They develop specific arts language and other structures in order to reflect on arts works. KC1 They learn that, through the arts, social and cultural values and meanings are constructed, challenged and reconstructed. By engaging in a wide range of arts experiences, students develop their own aesthetic values and a critical appreciation of their own works and those of others. KC1 A respect for arts practitioners and their works is engendered through attendance at live performances, meeting artists, and seeing original works of art and the workplaces or studios of artists in their communities. As critical thinking skills are honed, artistic understanding and discernment develop. T • C • KC1

Students in the Primary Years learn about how people communicate in a variety of modes such as display, performance and mass media distribution. KC2 As a result they respond to communicated messages in increasingly sensitive, informed and critical ways. KC2 Through the experience of responding to works in all the major, combined and emergent arts forms, they develop aesthetic values by working out what gives them pleasure and what ‘works’ and ‘why’, thus gaining a personal basis for becoming discerning audience members, viewers and consumers. C

Primary Years students continue the development of their aesthetic understanding by responding to, reflecting on and evaluating a wide range of relevant, authentic arts works, including works especially designed for their age group. KC1 • KC2 They refine a set of values about what pleases them, why it pleases them and what makes arts works satisfying and authentic. KC1 The arts works can be real-life or media programs such as videos, films, CD-ROMs, broadcasts or online productions which may, at times, be drawn from local, state, national or international cultural events or festivals. In responding to these arts works, Primary Years students are learning that communication is at the heart of the experience and that they themselves generate the meaning. Although they are often engrossed in performances and presentations of music, dance, images and forms, and enactments and media programs, they are also capable of wondering how the works are constructed. Through these different modes of response they develop a sense of the powerful way in which arts works can provoke meaningful responses in viewers/audiences through the use of verbal and non-verbal codes. They engage in logical, metaphorical, creative and symbolic thinking processes, and develop their interpretive skills in the styles of thinking that are specific to arts activities. C • T • KC6

They develop specialist arts vocabularies that can be communicated and utilised through diaries or electronic portfolios. KC2 They enjoy learning new concepts and are able to assimilate the terminology appropriate for discussion of specific aspects of an arts form, such as similarities and differences between a nature documentary and a narrative film based on a screenplay. KC2 They are also able to work with mathematical ideas and some elements of formal written symbol systems used in arts forms. KC5
Having frequent opportunities to respond to arts works in oral, written and graphic modes increases their ability to recognise patterns and structures. **KC2 • KC5** Considering their own and others’ arts works from the point of view of how they were made provides a basis for the starting point for new works, thus influencing their future as creative individuals open to inspiration. They learn that others may not share their opinions, as they reflect on their own and others’ arts works and give reasons for their response, in groups of peers. **C • T • KC2**

Following are the Key Ideas that comprise the arts analysis and response strand.
Strand: **arts analysis and response**

*Students learn through experience as audience/viewers to respond to and evaluate performances and/or presentations in each arts form and communicate their responses through verbal and non-verbal means.*  

This includes such learning as:

- experiencing a range of performances/presentations made and/or designed for different purposes in different settings and contexts for each arts form, including formal venues (e.g., theatres, galleries, virtual exhibitions, websites, homepages, stadiums, sites with special significance) and informal venues (e.g., parks, malls, streets) and making informal evaluations of their experiences.

- analysing, through data and other means, how audience/viewer/user response differs depending on the nature and type of performance/presentation.

- analysing the temporal and ephemeral nature of live performances (e.g., contemporary dance, ballet, social dance, stage plays, puppet shows, mime, concerts, musicals, pantomimes, broadcasts, multimedia presentations) and the enduring nature of choreographed works, playscripts, film, video tapes, audio tapes, recorded music, paintings, sculptures and the structures and products in built environments and responding appropriately to such experiences.

- making guided choices about the types of arts experiences they wish to participate in within each arts form, including interacting with a range of opinion (peer, published reviews/articles) when considering further engagement as audience/viewer.

- using the terminology specific to each arts form to interpret their own works and that of others and to communicate examples of their thinking and reasoning to reflect a personal point of view.

- identifying and challenging stereotypes and biases inherent in arts works, and suggesting alternatives.

- exploring cultural traditions conveyed through performance/presentation to develop understanding of the diversity of communication modes within systems and cultures.
At Standard 1, towards the end of Year 2, the child:

1.4

Distinguishes between the characteristic features of each arts form and responds to performance/presentation using appropriate communication modes. T • C

Examples of evidence include that the child:

- attends or views real, recorded or virtual dance, drama, music or combined arts performances/presentations. Uses arts language to identify favourite parts and express opinions about character, role, sets, props, costumes and scenes C • T • KC1 • KC2
- evaluates their own and others’ drama or dance presentations. Listens attentively to discussion in feedback and constructive criticism sessions and respects different points of view from peers Id • C • T
- views/listens to and describes media arts works screened, displayed and distributed in various venues. Explains preferences for certain programs (television, radio), print materials and electronic games and gives reasons for their appeal Id • C • T • KC1 • KC2
- discusses preferences for particular songs and instrumental works performed or created by themselves, giving reasons. They recognise and describe sound characteristics of pitch (high and low, going up and down), duration (long and short), tempo (fast and slow) and volume (loud and soft). They use expressive words to describe other sound qualities (eg wobbly, smooth, rumbly, noisy, breathy) Id • C • T • KC1 • KC2
- views visual arts works made by self and peers; recognises and names the techniques (eg drawing, painting, collage, printmaking, constructing, assembling, authoring with digital and electronic tools) and materials (eg pencils, paint, pens, video) used. Id • C • T • KC2 • KC7

At Standard 2, towards the end of Year 4, the student:

2.4

Demonstrates an understanding of the different messages and meanings communicated through performance/presentation across each arts form, and uses specific arts terminology to communicate interpretations of their own arts works and those of others. Id • T • C • KC2

Examples of evidence include that the student:

- attends dance or views recordings of dance; identifies the different components; responds to the performance; explains its appeal and gives reasons T • C • KC1 • KC5
- responds to drama in oral, written or symbolic form according to predetermined criteria. Expresses opinions about own drama and that of others T • C • Id • KC2
- views/listens to media arts works in the school/home environs, and local and global communities. Uses media language to identify features and explain appeal of personalities to certain audiences Id • T • C • KC1 • KC2
- describes features that help shape a musical work and expresses opinions about them T • C • KC2
- discusses designed works in relation to their function (eg identifies features of useful products which characterise their particular function) and makes observations, stating opinions about style, medium, construction or feeling T • C • KC2
- recognises the differences between the experience of live performances/presentations and that of recorded, printed, transmitted or online arts works; exercises choice within guidelines about experiencing arts works and attending arts activities. T • KC1 • KC7

At Standard 3, towards the end of Year 6, the student:

3.4

Recognises different genres and styles, features and conventions of performance/presentation in each arts form, and uses appropriate arts language to articulate understanding and reflect personal preference. Id T • C • KC1

Examples of evidence include that the student:

- views dance performance (peers live, video) and writes a short descriptive piece about the purposes and structures of the dance, and evaluates use of space, time and energy T • C • KC1 • KC2
- identifies the style of drama performance (comedy, soap opera, melodrama); uses correct drama terms to reflect on its making and shaping and provides personal response to the performance T • C • KC1
- talks and writes informally through chatroom, e-mail and intranet about personal observations of media arts works (eg different layouts and designs of posters, media arts works (eg different television programs) T • C • KC2
- describes how musical elements are used to create desired mood, tension or feeling T • C • KC2
- writes a short report in an electronic journal to distinguish particular features of visual arts works seen at an in-school or community exhibition or online virtual gallery. They confidently use arts language to describe detail, content and techniques used and to articulate personal preference. T • C • KC1 • KC2
Strand: arts in contexts

Australia’s cultural diversity has special significance for learning in the arts forms, providing students with a rich source of cross-cultural interaction. Strong links with local groups, participation in cultural festivals and interactions with artists from many cultures enrich formal learning and, in turn, make students visible and audible in the life of their own diverse communities. KC4 The arts shape and are shaped by cultural identity and affirm, challenge and give life to beliefs and traditions. Studies in the cultural, social, contemporary and historical aspects of an arts work or practice develop learners’ knowledge and understanding of how people think and communicate those thoughts. KC1 • KC2 Experiencing arts works at first hand or via printed, transmitted or online formats, from different cultural settings across time and place, allows students to gain a sense of the place and importance of arts in the lives of people from across the globe. KC7 A study of arts works and practice in their more immediate, local or national context helps them to learn from and appreciate arts works made in Australia in both past and contemporary times, including those of Aboriginal and Torres Strait Islander peoples. F • KC1

Students in the Primary Years are curious and enjoy discovering the ‘inside story’ on the purpose or meaning of an arts work or cultural work, particularly when they are able to discover the intentions first-hand from the choreographer, director, song-writer, film-maker, cartoonist. Real-life experiences underpin the development of their cultural perspectives for considering and valuing arts works in different contexts.

They learn that arts practice exists in a wide variety of forms that serve a diversity of purposes, such as enjoyment, ritual, advertising, aesthetic, economic, functional, sacred or educational, and that the richness of society depends on that variety. These analyses are grounded in recognising arts experiences in their local communities and identifying some of the roles and choices people make about arts, including vocational options. KC1 Students explore the contexts and characteristics of the life and works of arts practitioners and find that there are often collaborative approaches to developing and making arts works. Conversations with practising artists may happen face to face, through audio/video conferencing or online. These experiences lead them to readily hypothesise about the purposes for arts works, and thus the cycle of investigation continues. In • KC2 • KC6

These students develop a sense of being connected with others and their worlds by exploring many arts works from a diversity of cultures. They develop an understanding that arts have operated as symbol systems throughout history and that current arts forms have historical and social contexts. KC1 • KC5 Analysis of arts works is directed towards discovering features that suggest a specific time, place or cultural group. In this way they also understand the richness of traditions underlying Australian arts and the arts of other complex, modern societies. They develop a sense of time, continuity and change in arts works and arts practices by honing their ability to recognise the application of the different elements and approaches used. In • KC1 • KC5

Strong feelings about belonging to a group are characteristic of this age and can be directed towards fairness and tolerance in the analysis of each other’s posters, puppet plays, musical compositions, dances and media productions. Such experiences form the basis of their understanding of wider social and cultural issues about being Australian. KC1 Valuing each
other’s arts works prepares them to identify contemporary artists, and to be informed and reflective audience members and viewers. KC1 They are able, through guided research, to learn the names and works of many living artists and enjoy the expansion of their knowledge about the richness of Australian culture in this way. Such experiences also inform their own arts practice.

Following are the Key Ideas that comprise the arts in contexts strand.
Strand: **arts in contexts**

*Students develop an understanding of arts works in the world around them and of the different styles and forms used in making these arts works by artists/performers working in contemporary times. They gain knowledge of the impact of social and cultural contexts on the form and style of these works and the purpose for which they have been made.*

This includes such learning as:
- discussing contemporary arts works from each arts form in relation to the artist/s and others involved, together with the ways in which the ideas expressed have changed over time and suggesting purposes for their creation/re-creation
- investigating the production and distribution of arts works within their local community/environment by identifying a range of purposes for arts works, including self-expression, community cohesion, vocation, lifelong enjoyment, companionship, education and commerce (including e-commerce)
- developing a sense of self and group identity by articulating purposes for their own arts works, and identifying possible purposes for the arts works of their peers (eg personal homepage design), within each arts form
- accessing libraries, websites, videos, CD-ROMs and other digital and electronic technology for learning resources concerning contemporary Australian arts, and using this information to analyse the contemporary roles of the arts in shaping and reflecting personal and community aspirations for the future
- identifying a range of cultural and vocational opportunities in the arts, including roles which support the arts, youth arts festivals in relation to their own developing interests and capabilities and organisations and opportunities. Students explore the education and training pathways available in relation to their own developing interests and capabilities
- identifying common and diverse features within the arts works made by Aboriginal and Torres Strait Islander peoples and exploring possible influences in terms of time and place
At Standard 1, towards the end of Year 2, the child:

- Identifies examples of arts works from across each arts form that occur in everyday life within their own community and local environment. **Id • In • T • KC1 • KC8**

  Examples of evidence include that the child:
  - describes different kinds of dance (traditional and contemporary); identifies style, movement and costume, and explains where and why they occur (eg in the community, at festivals, on television, in films) **In • C • T • KC1 • KC2**
  - discusses different ways drama is used (eg television, advertising, theatre) and identifies features of drama performances (eg settings, costumes, characters, language) **In • C • T • KC1 • KC2**
  - identifies everyday life settings for media arts works (eg home, movie theatre, video shop, online); categorises media (eg advertisements on television, radio, posters, billboards, in magazines) and talks about images and features used (eg films, videos, e-zines) **Id • In • C • T • KC1 • KC2**
  - discusses different purposes for music (eg dance, soundtrack, entertainment, consumer influence) and its influence on everyday life (eg radio, computer game, CD, film, advertising jingles) **Id • In • C • T • KC2**
  - identifies examples of 2-D and 3-D art in their environments by traditional and contemporary artists and talks about their purpose (eg persuasion, pleasure, celebration, commercial use) and is familiar with works of contemporary Australian artists from diverse backgrounds and locations. **Id • C • T • KC1 • KC2**

At Standard 2, towards the end of Year 4, the student:

- Understands the role artists/performers play in their own cultural life and discriminates between different features, characteristics and styles of works made by these artists/performers. **In • T • KC1**

  Examples of evidence include that the student:
  - identifies the different purposes of dance and describes distinctive features and purposes of personal dance works. Accesses video conferences, e-mail, DVD and CD-ROMs to study the works of Australian dancers, actors, media personalities, musicians and visual artists, and how these have changed **In • T • KC1**
  - distinguishes between their own drama and drama as entertainment in society, and suggests purposes for peers’ drama **In • T • KC6**
  - identifies the attributes of specific purpose media products and describes features of different media arts works and discusses the ways in which these often represent views of the future **F • In • T • KC1**
  - identifies music used for different situations today **In • T • KC1**
  - recognises major forms of 2-D and 3-D art in their community and identifies their function **In • T • KC1**
  - discusses contemporary artists’ use of new media and their purposes **In • T • KC2**
  - works with artists/performers and/or participates in local cultural events and/or state arts festivals and explores vocational opportunities **In • KC2**
  - identifies ways in which contemporary Australian artists/performers promote their work to the community. **C**

At Standard 3, towards the end of Year 6, the student:

- Identifies the ways in which social and economic purposes influence those contemporary artists/performers who are working within their community in each of the arts forms. **In • Id • KC1**

  Examples of evidence include that the student:
  - accesses online and offline information to investigate the influence of Australian dancers and choreographers on contemporary dance, and consider the place of dance in their own life in the context of social influences **Id • In • C • KC1**
  - identifies how drama reinforces and challenges stereotypes and values (eg characterisations and gender issues in advertising) in Australian contemporary life **In • C • KC1**
  - analyses Australian multimedia arts works to identify representations of people, ideas and issues, and the way they are represented. They identify themes, media, elements, approaches or technologies **In • T • C • KC1**
  - investigates the influence of music composed, produced and presented by Australians, and describes preferences in the context of their own life and cultural and social influences **Id • In • C • KC1 • KC2**
  - compares and describes the work of contemporary Australian artists, including those working in new media, focusing on visual characteristics and function and identifying particular issues or themes pursued. **In • T • C • KC1 • KC2 • KC7**
Students develop a sense of time and place based on knowledge gained of the histories and traditions associated with the arts practice of artists/performers from a diversity of cultures from across the world. In • KC1

This includes such learning as:

- exploring the arts practices within each arts form of specific, recognisable cultures and the individual traditions belonging to specific cultures by accessing libraries, CD-ROMs, websites, virtual galleries and emerging technologies. Students use this information to inform future arts practice KC1 • KC3 • KC7
- identifying and describing the medium, elements, approaches and technologies used in individual arts works from each arts form that indicate the time, place and/or cultural setting in which it was made In • KC1
- enjoying the richness of diverse arts practices from different cultural groups from across the world, to develop a critical appreciation of the ways in which knowledge about arts practice is handed down through generations and shapes individual and group identities In • KC1
- examining the ways in which arts connect individuals, groups and communities across the world In • KC1
- exploring the ways in which environments, languages, beliefs and practices generate arts works that can be both culturally cohesive and divisive In • KC1
- analyse arts works from specific and changing cultural traditions through the different arts mediums and techniques used. T • C • KC1
At Standard 1, towards the end of Year 2, the child:

1.6

Recognises arts works from across each arts form made by different cultural groups in both past and present times. T • KC1

Examples of evidence include that the child:
- identifies (via live performance, video, print, Internet) the movements and styles of dance of different cultural groups from across time and place. In • T • KC1
- recognises the drama of diverse cultures in events, carnivals, mime and plays In • T • KC1
- recognises media products (e.g. documentaries, films, cartoons, advertisements, computer games, newspapers), made in similar contexts for different cultural groups, and discusses the reasons for the differences In • T • C • KC1
- talks about songs and associated instrumental music, and associates characteristics with particular cultures at certain times of the year and in different locations. In • T • C • KC2
- recognises (via first-hand experience, print, video, Internet) the different features of 2-D and 3-D visual arts works (e.g. drawings, paintings, murals, masks, weaving, sculptures, computer generated images, animations, cartoons, book illustrations) from different cultural groups from across time and place. In • T • KC1 • KC2

At Standard 2, towards the end of Year 4, the student:

2.6

Considers the different styles and forms of arts works from different cultural settings and identifies the purposes for which these arts works were made. T • C • KC1

Examples of evidence include that the student:
- distinguishes the dance of a cultural group or a period in history and discusses the knowledge handed down through generations T • In • F • KC1 • KC2
- identifies distinctive features of drama performances of cultural groups and names specific cultures by their well-known drama works (e.g. costume, make-up, masks, festivals, carnivals) In • C • KC1
- discusses and compares similarities and differences in style and production of media products from a different historical period or country (e.g. magazines, print/television/electronic advertisements, films, animation, photographs) T • In • C • KC1 • KC2
- discusses music from several cultures, identifying instruments with specific purposes, and names specific cultures by their musical works or instruments T • In • C • KC2
- identifies features of 2-D and 3-D visual arts of a culture or period in history, and describes their function or importance for that culture or time, including naming specific cultures by their well-known visual arts works. T • In • C • KC1 • KC2

At Standard 3, towards the end of Year 6, the student:

3.6

Describes how their understanding of the artistic practice of individual artists/performers from different cultural groups impacts on their own arts works. T • C • KC1 • KC2

Examples of evidence include that the student:
- identifies similarities and differences in styles and eras of social and ethnic dance and uses in own dance composition F • In • C • KC1
- recognises the distinguishing features of drama that locate it in a particular culture, or a time and place in history and uses this knowledge to inform their own drama making F • In • T • C • KC1
- discusses particular multimedia arts works and the social and historical periods in which they were produced (e.g. film from different eras and genre, photographs, advertising posters) and writes a storyboard to demonstrate understanding of changing style and form In • T • C • KC1
- discusses particular multimedia arts works and the social and historical periods in which they were produced (e.g. film from different eras and genre, photographs, advertising posters) and writes a storyboard to demonstrate understanding of changing style and form In • T • C • KC1
- identifies distinguishing features of musical works (e.g. vocalisation, instrumentation) as belonging to a historical period or cultural group and prepares a short compilation audio tape to demonstrate understanding In • T • C • KC1
- identifies art and design from diverse cultural groups (e.g. caning, weaving, costume, jewellery), analyses their significance to the history and traditions of that culture and for individuals and gives a short oral presentation to peers explaining their research findings. In • T • C • KC1
Design and technology

Introduction

Technology involves the creation of products, processes and systems to solve perceived problems or meet perceived needs. Design is integral to the creation of new technologies and involves changing one set of circumstances into another. Designing can be complex, drawing on established and new values, skills, techniques, knowledge and thinking to achieve particular goals.

Technology has been central to the development of humankind; humans have used technologies throughout evolution. New technologies continue to develop rapidly, and with increasing complexity. The nature of our futures and existence will be influenced greatly by technologies currently being created, and yet to be created. Today it is recognised that technologies are not just ‘made’. They exist because of human purpose, intention and decision-making. People bring together knowledge, experience, resources, ideas and values to create products, processes and services for a variety of reasons. Designing and making are key aspects of human experience and human enterprise. There are four clear and interconnected phases of any technology—the intentions at its conception, its design, its manufacture and its consequences (which often interact with those of other technology).

‘Design’ and ‘technology’ are very much aspects of culture. Identities and relationships—as individuals, communities or societies—are inseparable from the technologies used and lived with. Across the world we can view any culture or society through the technology it has designed, developed or adopted. Australia benefits from the richness of design and technology developed by traditional and contemporary Aboriginal and Torres Strait Islander peoples, as well as by its multicultural society. The nation’s design and technological practices are greatly enhanced by these multiple cultural influences.

Technology, in the form of products, processes and systems, is diverse and created for many reasons. It may meet a human or ecological need and improve life in some way. It may be intended to create a perceived need and be marketed to specific groups with the principal intention of generating profit. There may be intentions to improve security and safety. Technology may be intended for surveillance and control, or to enhance personal or communal pleasure. It may be intended to empower or disempower. The use or abuse of technology can create social differences, disagreements and ethical conflicts. It is important to recognise technological practice as both beneficial and problematic, and that every technology can have both positive and negative attributes. Also, while technology has the capacity to offer solutions to problems, it can also create unpredictable futures. It is through a process of education in designing, using and living with technology that consideration and prediction of unforeseen consequences are more likely. Such an education cannot be simply technical in nature; it needs to be practical and critical too.
To create a democratic global future sustained and shared by all people, regardless of sex, race, class, culture and ability, it is increasingly important that we examine not only our existing technologies but also the intentions behind the design of new ones. It is no longer appropriate merely to accept designed and technological products, processes and systems as inevitable parts of our material lives. A fully functioning democratic world calls for a design and technology education that recognises the complexity of technological issues in their ethical, dynamic and holistic contexts, and helps learners to become technologically literate citizens. A quality design and technology education contributes to the wellbeing of the individual, society and other species alike—to personal needs and to the common good.

Design and technology education creates technologically literate learners who critique, design and make products, processes and systems. It can be powerfully interdisciplinary, relating equally to many fields of human endeavour (eg artistic, cultural, environmental, ethical, experiential, historical, local, mathematical, personal, political and scientific) but bears no special relationship to any one of these. Design and technology is very much concerned with procedural knowledge (know-how) and there are many valuable techniques to be learned through critiquing, designing and making. It is a dynamic and diverse Learning Area, the content of which is very much determined by local contexts and the needs of children and students. This knowledge can be used for leisure, lifelong learning, work (paid, unpaid, voluntary) and participation in democratic processes and decision-making. Design and technology offers learners a rich blend of knowledge, skills, strategies and dispositions to develop their identities as individuals, and to help them design shared, sustainable futures.

As they develop their capacities to critique the technological and designed worlds around them, children and students learn to question those worlds in new ways and construct new meanings. They are enabled to challenge the status quo of acceptance of the built and created world. Ultimately learners can detect and deconstruct dominant power structures which create inequities. As they design, they are empowered to effect change by developing a repertoire of thinking skills and creative dispositions. They learn that there are rarely single or ‘right’ answers when critiquing, designing or making technology. As learners make, they test their ideas and thinking against reality by applying skills and knowledge. They take practical action to bring into being personally, socially and environmentally and ethically desirable products, processes and systems. However the design and technology Learning Area must be richly woven. It calls for deep, rather than shallow, understandings of technology. Thus the notion of a technologically literate learner is not a narrow one.

Technological literacy can be viewed as having three dimensions, all of which are equally valid and important. All children and students benefit from all dimensions of technological literacy and must not be constrained in their learning to one aspect alone. The three dimensions are:

- the operational, through which learners develop skills and competencies, at a technical level, to use materials and equipment in order to make products and systems (they learn to use and do)
- the cultural, through which learners contextualise their learning in the world of designed and made products, processes and systems. They recognise the interdependence of technologies with people at home, in further education and training, at work and at play, and they apply their technical learning in practical ways to realise designs and solve practical problems (they learn through technology)
the critical, through which learners are empowered to take a full and critical role as autonomous citizens in technological societies. They are able to make refined judgments about the worth of the intentions and consequences of technological products, processes and systems on themselves and others. They reflect on technologies and take subsequent personal and civic action in the light of this reflection (they learn about, and how to be with, technology).

The design and technology Learning Area aims to develop in all students:

- ethical, critical, enterprising and futures dispositions towards their own and other people’s designed and made products, processes and systems
- capacities to identify and critique the values underlying the intentions, design, manufacture and consequences of any technology
- capacities to consider and respond to the needs of diverse cultures in relation to developing technologies
- broad-ranging design skills to create innovative solutions to design briefs and problems
- broad-ranging techniques for manipulating materials to create products, processes and systems including information and communication technologies
- skills in communicating their thinking, ideas and plans for products, processes and systems
- capacities of responsible management and duty of care towards themselves and others when designing, making and using
- capacities to apply their design and technology learning to other Learning Areas, to life in the wider community, to the virtual community, and in accessing further education and training.

The SACSA Framework and ESL students

In supporting teaching and learning for ESL students and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
The design and technology Learning Area is articulated through three strands. These reflect the processes of thinking and doing that constitute a quality education common to any technology (e.g. agriculture, architecture, information technology and communication technology, electronics, engineering, food, genetics, media, robotics, textiles, viticulture). The three strands are:

- critiquing
- designing
- making.

These three strands are interdependent and none of them is predominant. Read alongside each other they do not constitute a sequential process. They interrelate to support rich understandings. A quality design and technology education weaves the three into a dynamic and holistic learning experience for all students.

**Literacy, numeracy and information and communication technologies in design and technology**

Through design and technology, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in **literacy** to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in different contexts. This learning is evident in design and technology as students learn to use specialised language and texts to, for example, communicate the value of a particular design by using effective procedural and persuasive texts including appropriate vocabulary. Posing critical questions to challenge the intentions and consequences of technology in diverse contexts and using collaborative language in planning, designing and reflecting on projects are other important aspects of literacy learning in design and technology.

Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in design and technology when, for example, students use spatial understandings,
particularly the relationship between shape, structure and function to inform 2-D and 3-D design. Other relevant examples include students applying accurate measurement and mathematical formulae when designing and constructing products.

Learners develop and use operational skills in information and communication technologies to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in design and technology when students use computer-aided design, simulation, animation and presentation applications, when they select and maintain hardware and when they investigate and research the intentions and consequences of technology.
Strand: critiquing

Critiquing involves making judgments—not only about technologies in some passive or impersonal form, but also very much about the thoughts and actions of self and others as designers, makers and users of products, processes and systems. Id • KC1 • KC7 Critiquing involves learning through many ways of deconstructing, whether metaphorically or by actual dismantling or disassembly of existing products, processes and systems. KC1 • KC3 Children critique to evaluate their own progress when designing and making. KC6 This is ongoing and becomes a ‘way of working’ for the learner before, during and after designing and making.

Students learn the importance of critiquing each of four phases in the creation and existence of any technological product, process or system. In They interrogate: the intentions and values at the very conception of a technology; the principles used in designing; the methods and resources used in manufacture; and the impacts and consequences. F Critiquing often exposes ethical, cultural and social contradictions brought about by designed products, processes and systems. Through critiquing students deconstruct the meanings behind, and power relationships between, people and the built and created world. The act of critiquing ultimately involves presenting a defensible case outlining the merits or otherwise of the whole or parts of a product, process or system. KC2 • KC6

During the Primary Years students are developing a sense of identity in relation to their peers, communities and the consumer world. They may seek identity through ownership of goods. They recognise relationships between individuals and communities, both real and virtual; and products, processes and systems. Students are increasingly aware of their place in the world and they examine personal, social and environmental implications of existing products and processes. Id They compare their own thoughts with real-world situations, and realise that designs and technologies can affect people and their environments. KC1 They investigate reasons why technologies develop and appreciate the importance of how they are used. KC1 Awareness of the consequences of these developments allows for more critical, socially just and environmentally sustainable discussions and reviews of design and technology in society. In • KC1

As students’ thinking continues to draw on broader contexts, their powers of argument strengthen and they are able to engage in critical discussion and present a point of view. KC1 • KC2 When they critique, they identify and describe many different aspects of designs and technologies and speculate on why these aspects are featured and others are not. KC6 They are discriminating and fair when judging their own work and that of others. KC1 Students are empowered to assemble and defend an argument in relation to particular designs or technologies. T • KC2

In the Primary Years students are able to develop their thinking and understandings of identity by assessing critically how their and others’ designs, products and production processes can affect individuals, households, communities, environments and their futures. F • KC1 They establish relationships of interdependence between ideas, intentions, and production outcomes and consequences. They compare and contrast versions of similar products and apply criteria of quality, durability or appropriateness of design, in order to make judgments. In • KC1 Students develop their communication and advocacy skills, and are able to research and engage in debates with others to explore issues of personal, social and cultural difference associated with, or determined by, designs and technologies. KC1 • KC2

Following is the Key Idea that comprises the critiquing strand.
Students identify relationships between people, diversity and everyday products, processes and systems. They investigate design characteristics which shape, and are shaped by, these relationships and suggest why the particular design criteria may have been used. In • T • KC1 • KC2

This includes such learning as:

- analysing products, processes and systems (e.g. cam recorders, search engines, chatroom/e-mail) to give reasons why they are the way they are T • KC1
- comparing and contrasting versions of the same kinds of products, processes and systems to categorise common and uncommon features T • KC1
- explaining relationships between diverse peoples; occupations; designed products, processes and systems; and natural environments In • KC2
- discerning how some products (e.g. webpage advertising) are designed to appeal to certain groups and not others, and discussing the fairness of these practices T • KC1 • KC2
- identifying the positive and negative attributes of designed products, processes and systems, and assessing their own preferences and the values upon which these are based T • Id • KC1
- explaining and reporting on historical, work (paid and unpaid), cultural and social factors in the design of everyday products, processes and systems, and why some are prevalent or dominant in Australian life and others are not In • C • KC2
- identifying factors that contribute to the concept of quality in products, processes and systems, and understanding that this is largely determined by culture and context. In • KC1
At Standard 1, towards the end of Year 2, the child:

1.1

Makes judgments about the significance of different characteristics of products, processes and systems made by themselves and others. 

Examples of evidence include that the child:

- describes the roles of functional characteristics of specific items of traditional, ceremonial and contemporary clothing from diverse cultures T • C • In • KC2
- expresses feelings and preferences for one kind of play equipment over another, with reference to aesthetics and useability, and provides some ideas about the reasons for their preferences T • KC1 • KC2
- critically explores why certain kinds of the same product (eg toys, television advertisements, food, computer games and CD-ROMs) may hold more appeal for children, considering needs and purposes T • KC1 • KC2
- identifies and explains commonalities and differences in the design features and materials used in a variety of chairs, and provides conjectures about the reason for those factors T • KC1 • KC2
- recognises that some materials come almost directly from natural environments (eg timber) and some are produced from natural materials plus a lot of energy (eg concrete and plastic). KC1

At Standard 2, towards the end of Year 4, the student:

2.1

Identifies a range of ways in which the design of everyday products, processes and systems is related to those who use them. In • T • KC1

Examples of evidence include that the student:

- describes why each of several significant factors (eg size, shape, strength, purpose) are important for a person buying a pair of shoes In • T • KC2
- explains how factors such as location, occupation, tradition and climate influence the housing design decisions made in a variety of cultures In • T • KC2
- draws up a list of things to think about when buying a gift (eg a case, camera, computer games) for a particular person Id • T • KC3
- describes how some computer games are designed to appeal to girls, and some to boys, recognising the influence of the designer in what is available to young people and how choices can be limited In • T • Id • KC2
- discusses a variety of products that wear out and a variety that last, in terms of such issues as durability, repair and maintenance. They analyse and suggest what this might mean for the products’ users and for the natural environments from which source materials are obtained. In • T • KC1 • KC2

At Standard 3, towards the end of Year 6, the student:

3.1

Describes the significance to diverse groups of people of the various criteria used in the design of particular products, processes and systems. In • T • KC2

Examples of evidence include that the student:

- analyses and reports on the empowering and disempowering design features of equipment and facilities available to people with disabilities In • T • KC1 • KC2
- explains why certain colours, styles and materials are used in an extensive variety of clothing for different personal, social, work and cultural contexts In • KC2
- analyses and reports on the fun, function and safety aspects, and potential for improvement, of the design of different kinds of multimedia technologies that young children use T • C • Id • KC1 • KC2
- describes the historical, current and potential future relationships between climate, culture, people and resources in the designs of different forms of shelter In • F • KC1 • KC3
- explains how particular standards came to be applied to items of sports equipment. They suggest why, using such criteria as fairness, useability, function, size or sex, these standards matter to sports participants T • In • KC2
Strand: designing

Designing is, of essence, about change and choice-making. To design is to change one set of circumstances into another and, in so doing, choices have to be made. The decisions faced when designing involve complexity and holistic thinking as there are many factors to consider.

T As students gain confidence as designers, they realise that they can personally effect change. F • KC6

Designing involves imagination and creativity to make proposals and choices about new ideas for products, processes and systems. KC1 All students learn a rich variety of design strategies for meeting needs that have been identified by them, their teachers or their communities. Id • T • KC6 These needs are often expressed through a design brief. KC3 There are many ways of designing and they frequently involve weighing up competing variables (eg resources, values, aesthetics, ethics, techniques and knowledge). When students design they draw on a wide spectrum of thinking and creative capacities to plan, generate, synthesise and realise ideas. KC1 • KC3 • KC6 They record and communicate this thinking and their design proposals using a wide range of communication techniques (eg oral, performance, notational, textual, mathematical, digital, graphical, virtual or three-dimensional presentations).

C • KC2 • KC7

In the Primary Years students engage with ideas beyond the familiar. They seek to explore new possibilities and establish their own design capabilities. Students enjoy new opportunities for clarifying their thinking, creativity, analysis, problem-solving and decision-making. T • KC1 • KC6 They also enjoy having more choice, independence and control in their learning.

Designing empowers students in several ways. They are able to understand and use a range of design skills, not only in their design and technology projects but across other Learning Areas too. Skills such as idea generation, reflection, simulation, appraisal, researching, critical analysis and its reciprocal synthesis, trialling and modelling enable students to effectively bring about change. F • T • KC1 • KC6

When they design, students appreciate that what is suitable for one person or community may not be suitable or applicable to another. They use design skills for their particular potential, and recognise the different elements involved in designing and that these elements can be interconnected. Students better understand the problems of weighing up variables when designing, and become more aware of issues such as form, function and sustainability. In

As students learn in design and technology, they develop their literacy, numeracy and information and communication technologies literacy in many ways. KC1 • KC2 • KC5 • KC7 They are increasingly knowledgeable about the power of many languages and text forms, and of numeracy and information and communication technologies, as tools to communicate their thinking, ideas and solutions. C • KC2

In the Primary Years students learn new ways of recording and communicating their design ideas and thinking. KC2 They, and their friends and teachers, are interested in what is in their 'mind's eye', and communicating this needs guidance and education. KC2 Apart from researching, collecting and analysing information in ways such as interviewing community members for their opinions (eg through a chatroom) or viewing magazines for ideas, students
also learn to sketch, model and plan using a variety of materials and equipment (eg CAD programs) to communicate 3-D thinking. KC1 • KC3 • KC7

Designing in the Primary Years greatly enhances the Essential Learnings of Thinking and Communication. It is not possible to design effectively without displaying initiative and enterprise in generating ideas and engaging with a range of thinking styles. KC6 Creativity, holism and reflection require this. Similarly a range of communication forms enables the student to relate their thinking to others, as well as to ‘see’ their thoughts reflected on paper, in model or on screen. They can analyse and make meaning of new experiences and ideas, and model applications of designs or technologies from everyday life. KC1

Following are the Key Ideas that comprise the designing strand.
**Strand: designing**

_Students learn a range of specific design skills, which help them to design more effectively and develop their thinking and capacity to effect change._ F • T • KC3

This includes such learning as:

- analysing design briefs in order to understand clearly the problem with which they are engaging T • KC1
- evaluating, critiquing and using trial and error to clarify their thinking and refine their designs T • KC1
- generating different possible solutions for design briefs and problems, and appraising the consequences of these when applied in different social and environmental contexts T • F • KC6
- researching websites, CD-ROMs and videos for information about the ideas, values and designs of others to inform their own designing T • KC1 • KC7
- synthesising ideas, information, criticism, suggestions and reflections to refine their designs T • KC1
- trialling, testing and modelling design ideas to obtain the opinions of others, including designers, through electronic communication techniques C • T • KC6
- reflecting on the value of respective design skills, and ways to use these creatively to construct alternative design futures. F
Demonstrates an initial variety of design practices and recognises design as a tool for change.

At Standard 1, towards the end of Year 2, the child:

- Identifies a variety of sources (e.g., library, software, magazines) for selecting graphics for their design ideas, and explains how the process of choosing helps them to design.
- Plays with materials, and thinks about and describes their features and how they can be used in different ways to come up with new designs.
- Trials, using different paper shapes and pattern arrangements for their designs, and explains trialling as a way of achieving the result they want.
- Chooses parts from a kit to build a model of a design, and explains how modelling can represent their design ideas.
- Explains the value of researching through the Internet when considering ways in which design information from diverse cultures can change their own design ideas.

At Standard 2, towards the end of Year 4, the student:

- Analyses a brief to design an animal house, and proposes strategies (e.g., trying ideas, researching, measuring, planning, trialling) to successfully meet the brief.
- Conducts research (e.g., collecting samples of different scented and textured plants), and investigates which of these a person who is visually impaired might prefer for a revitalised garden plot. In so doing, they clarify design possibilities and limitations.
- Synthesises into an electronic scrapbook a collection of different ideas and information formats from a variety of sources, and uses this as a stimulus for their designs for products for the school fair.
- Evaluates and revises a selection of their designs in the light of opinions they have gained from others, including ideas about social and environmental sustainability.
- Generates, independently, multiple ideas for their designs for a new flag to represent a group identity.

At Standard 3, towards the end of Year 6, the student:

- Understands and uses the relationship between different design skills to become better designers.

- Consistently conducts careful analysis of design briefs, and explains this practice in terms of their successful resolution.
- Modifies designs after sensitive evaluation of cultural preferences for a piece of headwear, and describes how feedback from evaluation can further improve designs.
- Identifies research needs in the light of analysing a brief to design a torch, and explains how research can influence design outcomes.
- Conducts research on the use and aesthetics of a school entrance in order to generate a design brief. In so doing, they discover the significance of research in identifying problems and anticipating design briefs.
Strand: designing

Students reflect on their own work by clarifying and communicating their design ideas and their thinking and planning for products, processes and systems. They use effective design communication methods, including appropriate digital and electronic technologies. T • C • KC2 • KC7

This includes such learning as:

- assembling and documenting information for their designing C • T • KC2
- using 2-D and 3-D drawing techniques to communicate technical details of their designs C • KC2
- selecting appropriate representational methods (eg textual, graphical, digital) to produce directions for simple operational sequences (eg construction procedures, assembly instructions) T • C • KC3
- developing strategies to best communicate what they see in their ‘mind’s eye’ (eg images, ideas, thinking) while they are designing their products, processes and systems T • C • KC2
- presenting to varied audiences in various ways, using communication presentation technologies, their arguments in critique or defence of their own designs or the designs of others T • C • KC2
- collecting evidence of their skills, attributes and understandings in a portfolio. T • C
At Standard 1, towards the end of Year 2, the child:

1.3 Shares a variety of ways of communicating their design ideas and thinking. T • C • KC2

Examples of evidence include that the child:

- uses sketches with labels to demonstrate how the parts (e.g., suspension, walls, roof) of their design for a cubby house come together. C • T • KC2
- describes and explains why the product they have designed is the shape it is. C • T • KC2
- portrays to the class, using images accessed from software, their design ideas. C • T • KC7
- demonstrates understanding of the relationships between functional design components (e.g., makes a folded paper model to show how the doorway of their tent design opens and closes). C • T • KC1 • KC2
- represents, by substituting one material for another, their designs for architectural features. C • T • KC2

At Standard 2, towards the end of Year 4, the student:

2.3 Uses a range of communication forms and technologies, as a means of self-reflection and to describe their design ideas, thinking and planning. T • C • KC2 • KC7

Examples of evidence include that the student:

- manipulates and saves into a folder a range of graphics, formats, fonts and styles. They draw on this collection to reproduce, represent and maximise their design thinking when designing an invitation. C • T • KC2
- uses pictures or a slide show to create a visual communication which explains the sequenced stages of building a house. C • T • KC2
- draws different ‘bird’s-eye’ views for re-designs of their bedroom, and saves them into a folder for a later narrative exercise. C • T
- critiques a product they have designed and made, describing to an audience what they consider to be the strengths and drawbacks of their design. They add this to their electronic project diary. C • T • KC1 • KC2
- maintains, and uses for reference purposes, a portfolio which includes designs from a variety of sources as well as their own sketches and ideas and evidence of their skills. C • T • KC2

At Standard 3, towards the end of Year 6, the student:

3.3 Selects appropriate communication forms and technologies to document and convey clearly design ideas, thinking and organisation. T • C • KC2

Examples of evidence include that the student:

- works with others using role-play to simulate market research for design ideas, and formulates questions to ask about designs. C • T • KC4 • KC6
- negotiates with others and prepares a word-processed roster of a range of roles for members of their design team. C • T • KC3 • KC4
- designs a flow-chart illustrating their analysis of the production chain of a food from farm to fridge. C • T • KC2 • KC3
- keeps an electronic or hardcopy portfolio of skills, research, sketches, data, correspondence and ideas for their T-shirt design to promote the futures principles of Land Care. C • T • F
- produces a scale model of their design for a home for an animal, and merges digital images of their model into a descriptive promotional document for the product. C • T
Strand: making

Making involves many ways of creating products, processes and systems. All students learn a rich repertoire of techniques using a diversity of material (eg resistant, non-resistant, data, natural, recycled, manufactured) components and equipment to create worthwhile products, processes and systems. KC6 • KC7 Students learn to select materials appropriately for their designed products and systems. They also plan and manage production processes in ways which achieve quality, and which show responsibility in their own work and in their care towards others. KC4 When students make products they view their personal capabilities in action and test their ideas and thinking against realities. Id • KC6

Students engage with an increasing range of materials, equipment, resources, skills and techniques to create better and more complex products, processes and systems, and manage their own safety. In • KC7 Students have more complex interactions with people and clarify their position and identity in the world. KC4 They understand constructs of gender, ability and race, and interrelate these with the world of products, processes and systems. KC1 Students see opportunities to express themselves through the designed and made world, and value the possibility of practical experience in family, local community and work contexts. Id • KC2

In the Primary Years students are aware of how products and systems work, and apply this knowledge to their own designs to test their feasibility. They consider the social, cultural, ethical and environmental implications of using particular materials, considering the future and alternatives. F Economic and environmental implications play a bigger role in their selection and use of materials, and they try to balance these with functional and aesthetic requirements. They explore the development of materials, and their characteristics and applications, in order to realise their own designs for a variety of purposes in making products and systems. T • KC6

When students engage in the making strand of design and technology they plan and organise their work, and work sensitively with others to attain personal and shared goals. KC3 • KC4 They identify tasks and decide on individual and cooperative ways of working. KC4 They become proficient in organising resources, notably time, materials and equipment, but also financial and other human resources. KC3 Students also encounter issues of equality of access to these resources. In

When students design and make, they affirm their personal identities and reflect on the formulation of the identities of others. They understand that the made world is very much a part of their own and others’ identities, and that people have an interdependence in the world with designs and technologies, as well as with other species. Students in the Primary Years relate the social construction of identities to perceptions about people, in relation to the material and digital world. They understand that materials are resourced from, and products made by, others, in conditions often dissimilar to the homes and environments with which they themselves are familiar. Id

When making in the Primary Years, students relate to resources and other people, and communicate in many ways to achieve their goals. KC2 They recognise the power of cooperation and the value of others’ experience and knowledge to their own work. KC4 The products that students make are expressions of themselves, and communicate something of the maker to others. In • C • KC2

Following are the Key Ideas that comprise the making strand.
Students learn techniques and demonstrate competence in using a broad range of materials and equipment for making products, processes and systems. They reflect on how they work with the equipment and materials they use and, in so doing, improve their practice.

This includes such learning as:

- selecting and using appropriate techniques for joining or merging materials which have different properties (eg fabric to string, electronic text to graphics)
- using, with appropriate technique, tools and equipment to cut, edit, join, manipulate and shape the materials needed to meet the criteria given in a design brief
- valuing those skills and techniques used to create products, processes and systems that hold special cultural significance, and reflecting on the ways in which these shape personal and group identities
- working accurately with a broad range of materials (eg resistant, non-resistant, data, found, recycled, natural, manufactured) in order to achieve their personal design goals
- being consistent in their pursuit of quality and justice in making environmentally and socially desirable products, processes and systems
- relating to built and work environments and being confident in their capacities to use a broad range of materials and equipment to shape these environments.
At Standard 1, towards the end of Year 2, the child:

1.4 Acts confidently through using materials and equipment to make products, processes and systems.

Examples of evidence include that the child:

- demonstrates understanding and skills when using a construction kit to build a model windmill with moving sails
- demonstrates the capacity to construct a rigid structure using cardboard, scissors and masking tape
- tries different ways of creating an animate object (e.g., insect using plasticine, feathers and toothpicks) and, in so doing, gets the effect they desire
- uses trial and error to create successfully a colour wheel using a computer drawing program
- confidently shares with others the techniques used for making biscuits.

At Standard 2, towards the end of Year 4, the student:

2.4 Demonstrates effective use of a broad range of materials and equipment, and reflects on their personal interaction with resources they use.

Examples of evidence include that the student:

- uses tools accurately when measuring, marking and cutting a template. They reflect on how well they did, and suggest possible things to think about next time
- uses appropriate equipment and ingredients to make scones, and describes to their peers what they found easiest to work with and which less so.
- uses equipment to adjust their simple wind instrument until a satisfactory sound is obtained
- manipulates graphics, layout, print size and style and, in so doing, suggests and creates new personal strategies for using the electronic medium in different ways and for different purposes
- uses card, globes, wire, split pins and battery to create their design for a game. They assess which materials and techniques they found easiest to work with and which less so.

At Standard 3, towards the end of Year 6, the student:

3.4 Demonstrates skills and confidence in creating products, processes and systems which respect personal and collective identities.

Examples of evidence include that the student:

- accurately cuts and sews the fabric pieces which form the designed patterns to make a community banner
- successfully constructs a self-supporting drip-feed irrigation system, in their role as a member of a group designing and making window boxes for different homes
- designs, makes, trials and adjusts a suitable device to hold a door open for a person who cannot bend
- independently creates, merges and manipulates non-language-based images to generate quality information labels suitable for laminating and using in a public garden
- accurately shapes and assembles, following relevant consultation, the components for a 3-D wall sculpture, which commemorates an Indigenous historical event.
Strand: making

Students identify, explain and value the characteristics and uses of a range of materials and equipment. They use this knowledge when critiquing their own and others’ designs for products, processes and systems.

This includes such learning as:

- knowing the principal structural properties of a range of materials and using this knowledge to describe and justify their designs to their peers C • KC2
- knowing materials from the ‘feel’ of how they behave when worked, and valuing their aesthetic properties when creating ethically desirable products, processes and systems T • F • KC6
- explaining the features, potential and limitations of particular tools and equipment, and transferring this knowledge to school and community work situations C • KC2
- experimenting with and trialling materials, through electronic simulations, in unfamiliar situations in order to better understand the effects in different social contexts In • KC6
- researching, organising and describing information about the balance between the potential and limitations of materials and equipment when considering efficient and effective and just construction practices. C • KC1 • KC2 • KC7
At Standard 1, towards the end of Year 2, the child:

1.5

Explores current and alternative uses of materials and equipment in creating products, processes and systems. F • C • KC1

Examples of evidence include that the child:
- explains the different properties of materials (e.g., why cardboard was used to strengthen the back of a mask they designed) and describes the limited life of the material in certain situations C • KC2
- shows the different uses and applications of materials (e.g., how using an inverted clear plastic bowl to represent a glass dome would work in their model of an animal-viewing area, and offers other possible uses for such a bowl) C • T • KC2 • KC6
- describes to peers the different materials used in simple products (e.g., a digging stick, a fishing net, washing-up brushes), and gives reasons why such products might not last for ever KC1 • KC2
- explains why some materials (e.g., tape, plastic strapping, rubber bands, pipe cleaners) are suitable for making certain products and which ones could be reused C • KC1 • KC2
- explains how a range of materials and equipment (e.g., glue, staples, masking tape, pins) are suitable for joining other materials (e.g., paper, plastic, cardboard, foam). They describe which might be permanent and which temporary C • In • KC2
- identifies some different uses to which computers can be put (e.g., sending messages, playing games, word processing text, composing with and creating sounds, compiling graphics for a magazine). C • KC1 • KC6

At Standard 2, towards the end of Year 4, the student:

2.5

Identifies the characteristics of a range of materials and equipment, and explains the relationship of those characteristics to designed and made products, processes and systems. In • C • KC2

Examples of evidence include that the student:
- explains their selection of plasticine to make models for an animation sequence because of its capacity to be easily shaped and reshaped T • KC2
- describes and reports on different cutting edges of a variety of tools (e.g., saws, scissors, knives) in terms of the way they work on particular materials C • In • T • KC2 • KC7
- identifies natural characteristics of materials from which Aboriginal artefacts are made, linking them to peoples, places and purposes In • T
- identifies items of equipment which work on a principle of leverage, and describes what the lever does that is useful C • In • KC2 • KC7
- recognises the potential of a simple database to store and organise information about the properties of materials, C • In • KC1 • KC5

At Standard 3, towards the end of Year 6, the student:

3.5

Investigates the characteristics of materials and equipment used in design and production in order to achieve sustainability. F • In • KC7

Examples of evidence include that the student:
- chooses recycled scrap fabrics to represent colour and texture, and create authenticity, in their selection of furnishings for a model theatre set design In
- explains the relationship between sustainability and the tool/artefact-making strategies of Aboriginal and Torres Strait Islander craftspersons In • C • KC2
- chooses cups, cutlery and plates which are durable, ecologically acceptable and cost-effective, in their designing for a class barbecue T • F
- researches, on the Internet, a range of synthetic materials to find the most suitable ones for making a UV-resistant, strong, lasting and colourful sunshade T • In • F • KC1
- selects appropriate equipment and materials needed to make and tune a wind chime which is durable, produces a pleasant sound, is environmentally sustainable, and can be easily maintained. In • F • KC7
Strand: making

Students understand, give reasons for, and manage equipment and resources responsibly and effectively, and work in ways which respect diverse personal and social identities. Id • In • KC3 • KC7

This includes such learning as:

- using and managing resources (eg materials, time, labour, equipment) in ways that optimise their achievements in making products, processes and systems KC3
- reflecting on their work practices and identifying strategies to work more safely and more effectively In • T • KC1 • KC6
- valuing, caring for and using tools, equipment, hardware and resources effectively, and explaining the importance of good maintenance practice for sustainability, self-expression and safety T • F • In • KC2 • KC7
- developing, operating and evaluating strategies to promote sustainable use of resources, in cooperation with peers, family and community members In • KC1
- describing the social benefits of caring for others and for resources, and so achieving shared success, in designing and making activities In • C
- negotiating with others to design and disseminate appropriate work and health and safety practices for their environment C • In • KC3
- evaluating resource management requirements and practices in community and work environments, and relating these to their understanding of responsibility. In • KC1
At Standard 1, towards the end of Year 2, the child:

1.6

Understands the importance of simple organisation and safety issues in terms of their consciousness of people and fairness. Id • In • KC1

Examples of evidence include that the child:

- appraises and lists what needs to be done to put into practice an action plan (eg to look after a garden), and reports on ways that such care benefits people and other living things T • In • C • KC1 • KC2 • KC3
- demonstrates the capacity to take initiative in working with and assisting others (eg voluntarily helps another child and shows them how to remove and store properly a CD from a CD player/ drive) T • In • KC2 • KC4
- explains why they and other children all benefit when they work together to tidy a workplace T • In • KC1 • KC2 • KC4
- shares with others the limited materials and equipment, including information and communication technologies, available for making particular items, and explains their actions from an understanding of fairness Id • In • KC1 • KC2 • KC4 • KC7
- uses, carries and stores equipment sensibly, and explains this behaviour in terms of personal and group wellbeing. Id • In • KC4 • KC7

At Standard 2, towards the end of Year 4, the student:

2.6

Identifies the reasons for managing resources effectively and for working in personally and socially safe and responsible ways. Id • In • KC1

Examples of evidence include that the student:

- identifies advantages in sharing tasks, such as how work may be done more quickly or in more interesting or safer ways In • Id
- identifies the need, devises a strategy and prepares a roster for feeding class plants and animals and, in so doing, demonstrates fair practice and good organisation skills C • In • Id • KC3 • KC6
- role-plays a method of controlling traffic at an intersection. In so doing, they demonstrate capacities to plan and sequence operations while working in supportive ways with others or in teams C • In • Id • KC3 • KC4
- recognises risk issues in the classroom and designs a safety sign, using suitable graphics software, to alert other students and visitors to the dangers associated with a wet area C • In • Id • KC3
- works as a member of a design team to identify environmental issues, and negotiates an acceptable safety and recycling policy with the class. C • In • Id • KC2 • KC4

At Standard 3, towards the end of Year 6, the student:

3.6

Identifies and articulates a range of responsible strategies for managing resources and working safely. F • In • C • KC2 • KC3

Examples of evidence include that the student:

- develops a system for the ongoing good management of materials and equipment in a sports shed, and communicates this to the users of the equipment C • In • F • KC2 • KC3
- considers the safety and organisational needs for a barbecue on a school camp, and prepares a weatherproof information card outlining issues and strategies to classmates C • In • F • KC2
- proposes and devises a small-scale mass production process to make and install windbreaks for preventing erosion. They document, using suitable software, the strengths and weaknesses of the process C • In • F • KC2 • KC3
- develops class strategies to ensure the isolation of electrical equipment after its use, discusses the accuracy of these strategies with a responsible adult, and creates a sequence of non-verbal communications to outline procedures C • In • KC2 • KC3 • KC6
- uses scenario-building to develop a classroom plan for specific work stations, in order to minimise accident risk and ensure equal access to limited equipment by all. C • In • F
In English, the study, enjoyment and critical use of a range of spoken, written and visual texts enables children and students to develop knowledge about how language functions and how texts reflect and shape social attitudes and practices. Students need to become critical and creative users of English language, in order to develop a sense of positive self-worth and the skills and values to engage with all aspects of their learning lives, in school, paid and unpaid work, and further study.

The development of knowledge, skills and understandings about language and literacy is essential for any individual’s active and effective participation in their learning and in their local and global communities.

By the time children begin school, they will be already using language in a range of contexts and for different purposes and audiences. They will be aware of and able to use the systems of signs and symbols shared by people around them. They encounter many forms of information and communication technologies in their everyday lives. Learners engage in rich language experiences as they draw on both home and community resources, including popular and traditional stories, songs, rhymes, dance and play. The English curriculum acknowledges, values and builds on these diverse cultural experiences and linguistic backgrounds including, for example, Aboriginal English. This particular curriculum supports Reconciliation by referring directly to the lives and cultures of Aboriginal and Torres Strait Islander peoples.

Through the study of English, children and students learn that language transmits cultural perspectives, including gender, ethnicity and class; and who or what is or is not important as they think, imagine, challenge, remember, create and narrate. Using language they work through ideas, and discover and convey information. They learn how language shapes meaning and reality, what this means for issues of identity and interdependence, and how it is used for a range of purposes and in different contexts. Learners need to know how language is constructed and how it is used by different groups in society to shape social power relations. Throughout schooling, children and students are provided with many opportunities to learn about language and engage with language in a range of creative and critical ways.

English involves learning about texts and about language, using the modes of speaking, listening, reading, viewing and writing. Learners comprehend and compose a range of literature, media and everyday texts. They explore and engage with fictional, factual, non-print and multimedia texts from diverse cultural perspectives, take pleasure in using these texts to explore ideas, and think imaginatively and critically about themselves, their world and the global
community. They are also able to use the texts they read, view and listen to as resources for creating and constructing their own texts.

As students move through the curriculum Bands there is an expectation that the language they use in different texts and contexts will develop. This will be evident as they:

- interpret increasingly complex meanings (eg from concrete to abstract; everyday to technical; structurally simple to more intricate texts)
- produce longer texts (eg move from relatively short to longer texts)
- interpret and produce different text types in a wider range of contexts (eg move from a narrow to a wider range of text types)
- focus on producing multimodal communication in different media and contexts (eg move from relatively monomodal texts such as a spoken radio advertisements, to multimodal and interactive digital texts such as television and online advertisements, which combine moving, visual images, music, voice and sound effects)
- critically analyse the intended use of and availability of digital and electronic technologies as a means of communication, information analysis and storage.

As they learn about English language and texts, children and students also develop functional and critical literacy skills as well as the numerate skills involved in text analysis. Literacy is defined as the ability to understand, analyse, critically respond to and produce spoken, written, visual and multimedia communications in different social and cultural contexts. Being literate involves an understanding of the past, present and possible future relations between language, power and society.

English has a significant role in the development of literacy. This is particularly so in the Early Years where the explicit teaching of literacy provides a foundation for, and is virtually inseparable from, children’s learning about texts and language. Equally, literacy development is a vital aspect of learning across the curriculum and needs to be taught in all Learning Areas. The explicit description of literacy skills in English is a reference point and resource for the teaching of literacy in all Learning Areas.

Literacy underpins learning in all areas of study and involves using listening, speaking, reading, viewing and writing in a diverse range of situations. It involves an understanding and use of diverse varieties of English, including Standard Australian English, which is used particularly in formal, written and spoken contexts. Literacy also includes recognition that other varieties of English may be appropriate for different contexts, purposes and audiences. Literacy is active, dynamic and constantly changing. The goal is to ensure that learners develop an ever-widening and successful language repertoire for personal and public use, and for the good of the changing self and society.

Changes in the nature of work and social life and recognition of the cultural plurality of society have contributed to different forms and modes of communication. The development of new digital and electronic technologies has also changed communication modes. Learners need multiple literacies in order to function critically and creatively as they become agents for change in our society. In relation to children and students with disabilities, there may be a range of communicators, assistive technologies and accommodations that enable them to communicate and to access the curriculum.
The English Learning Area aims to develop in all students:

- the ability to critically and creatively speak, listen, read, view and write with intellectual and emotional engagement, including imagination, passion and confidence, for a range of audiences and contexts
- knowledge of the ways language is used for different purposes, audiences and contexts, and the capability to apply this knowledge
- knowledge of and respect for diverse varieties of English, including Standard Australian English, and the capability to critically analyse and apply this knowledge
- a knowledge of a broad range of texts and the capability to critically analyse these texts in relation to personal experiences, the experiences of local and global communities, and the social constructs of advantage/disadvantage in order to imagine more just futures
- capacities to apply learning in English to other Learning Areas, to life in the wider community, to the virtual community, and in accessing further education and training.

The SACSA Framework and ESL students

In supporting teaching and learning for ESL students and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
English

Curriculum Scope and Standards

English involves using speaking and listening, reading and viewing, and writing, to:

- learn about texts
- learn about and use language strategies
- apply this knowledge and understanding to a range of contexts, purposes and audiences.

English is therefore organised through three strands:

- texts and contexts
- language
- strategies.

The three strands are interrelated. Texts are constructed, interpreted and responded to using language. Language, and the structure of the text, vary according to context, purpose and audience. Strategies are the processes by which learners use language to produce their own texts, and engage with and respond to the texts of others.

Literacy, numeracy and information and communication technologies in English

Through English, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in different contexts. Literacy learning is an integral aspect of English as students develop skills, knowledge and understandings in language and literacy using a broad range of literature, media and everyday texts. This learning can be applied to learners’ literacy development in all areas of the curriculum.

The requirements of the National Literacy Benchmarks are incorporated into the Curriculum Standards for the English Learning Area. These Benchmarks are minimum requirements for further learning. A learner who has achieved Standard 1 (towards the end of Year 2) will also have met the Year 3 National Literacy Benchmark requirements. A learner who has achieved Standard 2 (towards the end of Year 4) will also have met the Year 5 National Literacy Benchmark requirements, and so on.
Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in English when students, for example, use graphs and tables in oral and written presentations to support an argument or draw on understandings of spatial arrangement to understand and critique text layout and construction.

Learners develop and use operational skills in **information and communication technologies** to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in English when, for example, students use simulation and modelling software and electronically collect, analyse, interpret and present data.
Strand: texts and contexts

The texts and contexts strand outlines the understandings and skills learners need to enable them to engage with, produce and respond to a range of texts across the four Bands of schooling. The term ‘text’ is broadly used to mean any communication involving language, and may be spoken, written, visual or in a combination of modes (multimodal). KC2 Texts may be composed or transmitted by any technological tool. KC7 In this strand students learn that the production of texts is about using language in particular ways to transmit cultural beliefs and to communicate diverse views of the world. KC2 They will do this by speaking, listening, reading, viewing and composing a range of texts produced in a variety of situational and sociocultural contexts, and by understanding the importance of these contexts. C • T • In • KC2

The situational context in which a text and its language is constructed or comprehended varies according to the purpose, audience and subject; and whether it is spoken, written, visual or multimodal. The sociocultural context reflects a diverse range of values, beliefs, behaviours, and ways of thinking and acting that influence texts and language. The study of texts and contexts will enable students to learn the crucial literacy skills required to become proficient, adaptable and critical users of texts and language. C • T • Id • KC1 Three main categories of texts have been identified to assist with the selection of a range of texts for English. The three categories, literature, media and everyday texts are used for convenience and overlap considerably. Therefore, texts often fall into more than one category.

Students develop a sense of identity, and of being connected with others, as they engage with literature, media and everyday texts. They learn that people communicate using texts and contexts to share, interpret and convey meaning. KC1 • KC2 Literature texts enable students to develop a historical perspective on diverse cultures, language and literature, to explore significant contemporary works, and to enjoy and critically analyse the powerful influence of popular texts. KC1 Media texts are print, non-print and electronic forms that communicate with a personal or public audience. KC2 Students learn that these texts are shaped by the technology used in their production. KC7 Everyday texts are a part of people’s personal and public daily lives, and are critical for effective participation in and shaping of future local and global communities. C • T • In • Id • F The table on page 64 outlines available texts, and the table below provides a way of organising the understandings and skills in this strand.

<table>
<thead>
<tr>
<th>As students listen to and speak about texts they learn to:</th>
<th>As students read and view texts they learn to:</th>
<th>As students write texts they learn to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● interpret a range of spoken texts KC1</td>
<td>● engage with a range of written and visual texts for different purposes</td>
<td></td>
</tr>
<tr>
<td>● participate in formal and informal dialogues KC2</td>
<td>● interpret and respond to different texts KC1 • KC2</td>
<td></td>
</tr>
<tr>
<td>● compose and present spoken texts for a range of contexts, purposes and audiences KC2 • KC3</td>
<td>● demonstrate critical understanding of texts KC1</td>
<td></td>
</tr>
<tr>
<td>● develop critical understanding of context, purpose and audience KC1</td>
<td>● critically analyse electronic information for accuracy and quality. KC7</td>
<td></td>
</tr>
<tr>
<td>● use digital and electronic technologies. KC7</td>
<td></td>
<td>● consider the purposes for their writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● compose a range of texts KC3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● demonstrate critical understanding of the contexts and audiences of their texts KC1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● use desktop publishing tools and/or word processing tools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>KC7</td>
</tr>
</tbody>
</table>

In order to do this students need to learn about the relationships between texts and contexts, including the influence of aspects such as purpose, audience, subject and mode.
Texts and contexts: a range of texts for study and use in English

**LITERATURE**
- feature films
- novels
- non-fiction such as biography, filmed documentary
- short stories
- picture books
- poetry
- traditional stories, plays
- song lyrics
- translated works

- autobiography and biography
- drama
- essays
- expository texts in Learning Areas
- ecclesiastical texts
- Aboriginal Dreaming and creation stories from diverse cultures
- films
- myths, legends, fables, fairy tales
- narrative, dramatic and lyric poetry, sonnets, odes, ballads
- novels and short stories
- performances of classic drama and poetry

**Contemporary literature**
- autobiography, biography and documentary, anecdotes
- films and television (drama, satire and comedy)
- novels and short stories
- performances of contemporary drama and poetry
- picture books, wordless books, alphabet books
- poetry
- scripted and improvised drama, modern plays, storytelling
- students’ own poems, stories and plays

**Popular literature**
- cartoons and comics
- jokes, riddles, humorous verse
- song lyrics
- television series and video clips
- series fiction (horror, teenage romance) aimed at a specific market
- magazines
- puzzle books
- interactive texts (flap books)
- reviews of books, films
- films

**MEDIA**
- advertising (in newspapers, on radio, on television, in the cinema, in magazines, on billboards, on webpages)
- documentaries (radio, film, television, video, Internet)
- drama (in the cinema, on television and video, comparisons between television movies and cinema movies, a study of television soap operas or serials)
- personal viewpoints (newspaper, editorials, letters to the editor, talk-back radio, documentaries, chatrooms, list servers, debates, television, chat shows and current affairs programs, feature films)
- journalism (special features of different kinds of reporting, such as crime, sport, social, in different media)
- news reports (newspaper, radio, television, magazines, Internet)
- reviews (of art, drama, films, concerts and books in various media)
- electronic communications (e-mail, Internet, websites, video conferencing, chatrooms)
- multimedia texts (hyperfiction, e-zines, interactive story books)
- feature films
- promotional videos
- photojournalism
- scientific or geographic reports (in newspapers, radio, television, journals, websites)

**EVERYDAY**

**Daily life**
- diaries and journals
- instructions, labels, captions, notices, pamphlets, brochures, catalogues, posters, leaflets
- invitations, apologies, complaints
- messages, questionnaires, forms
- personal letters, telephone conversations
- postcards
- greeting cards
- student behaviour management policies (school and class rules)
- advertising
- speeches, public addresses
- arts works
- chatrooms/lines/programs
- guarantees/warranties
- lists

**School**
- arguments (written, spoken and multimodal) which communicate a point of view, including speeches and pamphlets
- discussions and debates
- informational texts (spoken, written, visual)
- notes, summaries, essays
- recounts and descriptions, observations, comments, explanations
- small group work
- daily bulletins/notices
- school magazines
- newsletters
- reports
- surveys
- assemblies
- school proformas
- class/subject contracts
- checklists, procedures

**Work**
- formal letters, reports, job applications (curriculum vitae and resumes)
- formal meeting procedures
- interviews, questions
- public addresses
- small group work
- memoranda
- faxes, e-mail
- work experience reports
- contracts, agreements
- mission statements
- goal outlines
- pro formas
- meeting minutes, agendas
- instructions
- sexual and racist harassment policies
- instruction manuals
In the Primary Years students consolidate and build on the knowledge, skills and understanding about texts already developed in the Early Years. They expand the range and complexity of the texts that they listen to and speak, read, view and write about. They use spoken, written and visual texts more critically; and make connections between their own and others’ lives, between their own and others’ views of futures, and about diversity within and across groups.

Students in the Primary Years interact in informal listening and speaking activities and speak with developing confidence in more formal situations such as small group reports, interviews, choral reading, and as they plan, problem-solve and compare. They choose and use a range of technologies, such as electronic sources of information and audio or video tapes, as tools for listening to a variety of texts and for recording their own spoken texts. They listen to texts of increasing length and complexity and extract ideas, information and viewpoints from texts such as novels, predictive literature and films, picture books, speeches, meetings, advertisements, radio talk-back and television commentaries. In the Primary Years students express their respect for others’ views and opinions as they listen with growing discernment and empathy. They understand that different kinds of spoken texts affect different people in various ways.

Through their interpretation of a range of texts, students in the Primary Years begin to understand the relationships between individuals, groups and communities; and between diverse futures perspectives. They appreciate and appraise their own role in social and working contexts, and in shaping the future. They read and view an increasing range of fiction, short stories, novels, plays and poems from various cultures, either independently or in shared and guided situations. Junior fiction, fantasy, predictive, factual and media texts become an integral part of their learning as students research and report on a range of community topics. They read/view texts in various technological forms, including CD-ROMs, electronic mail and databases. Students’ responses to texts are more considered as they reflect on varying interpretations of a text. Through the use of, in particular, literature and media texts, they begin to question stereotypes, explore individual growth and humanity, and examine diverse sociocultural perspectives.

Students in the Primary Years continue to produce a range of written texts, with imaginative and informational texts growing in complexity. They adjust their writing for different purposes, audiences and contexts.
Strand: texts and contexts

Students understand and respond to the ideas and viewpoints of others, and extract specific information when listening to a range of texts. They produce an increasing range of spoken texts about topics and issues of interest, and interact with audiences for particular purposes in schools and the community. T • C • KC2

This includes such learning as:

- interpreting spoken texts in multiple ways (e.g., listening to a class novel for enjoyment, discussing information from a documentary, conveying directions, or identifying stereotypes in spoken texts) T • KC1
- analysing points of view in spoken text (e.g., identifying racism in media reports, discussing those included or excluded in a television advertisement) T • KC1
- discussing the use of diverse varieties of English, including Aboriginal English and Standard Australian English, in communicating with different people (e.g., inviting by fax a guest speaker, or requesting information from a local business for a report) C • KC2
- taking an autonomous role in formal spoken situations (e.g., as an organiser of a presentation for another class or community group, greeting and addressing visitors) C
- composing and performing in groups or teams a range of spoken texts for different purposes, audiences and contexts (e.g., a report on a visit to a worksite, a drama presentation to entertain young children) T • KC2 • KC4
- developing confidence in creating multimodal presentations (incorporating text, hypertext and graphics) to support and enhance speaking and listening (e.g., preparing questions for, and video recording, a visit from Aboriginal storytellers and producing a multimedia introduction). C • KC6 • KC7
At Standard 1, towards the end of Year 2, the child:

1.1

Listens to a range of texts to identify feelings, main ideas and events. T • C • KC1

Examples of evidence include that the child:
- recognises the purpose for listening (eg to identify ideas from books by the same author) T • C • KC1
- demonstrates understanding by responding to spoken text (eg predicts what happens next in a television cartoon) T • C • KC1 • KC2
- recognises views that are different from their own (eg when discussing photographs of a cultural event, identifies the way people and other living things are represented in spoken text). T • Id • KC1

1.2

Produces a range of spoken texts that describe familiar procedures and events, and experiments with adjusting own speaking to communicate with different audiences in a variety of familiar contexts. T • C • KC2

Examples of evidence include that the child:
- composes the spoken text appropriately (eg an instruction showing awareness of the steps required to order lunch) T • KC3
- presents the text appropriately (eg responds to a peer’s questions for further information or clarification of a recount) T • C • KC2
- uses information and communication technologies appropriately to support and enhance the spoken text (eg uses diagrams, familiar objects, digital displays, posters, graphs, overhead projector) C • KC7
- adjusts speaking to communicate with different audiences (eg adjusts a report for a younger child). C • KC2

At Standard 2, towards the end of Year 4, the student:

2.1

Listens to a range of texts to identify specific information about familiar topics and to respond to others’ views. T • C • KC1

Examples of evidence include that the student:
- identifies the purpose for listening (eg to extract specific information from a spoken report) T • C • KC1
- interacts through chatrooms and bulletin boards to listen and respond to others’ views C • KC2
- responds to spoken texts to demonstrate understanding (eg brainstorms solutions to a playground issue) T • C • KC2
- responds and expands on others’ views (eg about stereotypes in a television advertisement, computer games). T • Id • KC2

2.2

Produces a range of spoken texts about topics and events of personal and community interest for different school and some community audiences and purposes. Id • In • C • KC2

Examples of evidence include that the student:
- composes the spoken text appropriately (eg a recount of a scene from a film with attention to character, setting, plot) T • KC3
- presents the text appropriately (eg responds to others’ opinions of a poem) T • C • KC2
- adjusts speaking to communicate with different audiences (eg understands that the choice of topic or ideas expressed may or may not appeal to different audiences) T • Id • KC2
- uses ICTs appropriately (eg makes a video to record information from people in the school community). C • KC7

At Standard 3, towards the end of Year 6, the student:

3.1

Listens to a range of texts to develop ideas, identify diversity of opinion and to consider the appropriateness of context, purpose and audience. T • C • KC2

Examples of evidence include that the student:
- discusses and reports on the purpose for listening (eg to compare viewpoints in a debate) T • C • KC2
- responds to spoken texts to demonstrate understanding (eg provides reasons for their opinions about an issue presented on a talk-back radio program) T • C • KC2
- listens critically, accepting that others have different perspectives about an issue (eg discusses suitability of non-standard and colloquial English in a poem) T • Id • KC2
- selects and uses appropriate digital and electronic technologies (eg a video to record an interview for future use). C • KC7

3.2

Produces a range of spoken texts about topics and events of personal and community interest, for school and wider community contexts and audiences. In • T • C • KC2

Examples of evidence include that the student:
- composes spoken text after considering texts that examine historical perspectives (eg a poem with attention to rhyme) T • KC2
- presents spoken text (eg invites interaction/feedback) C • KC2
- demonstrates awareness of audience and context when composing texts (eg considers choice of language and topics) T • In • KC2
- uses multimodal tools (eg uses recorded sound and data to support presentation). C • KC7

Primary Years Band — English
Strand: texts and contexts

Students identify different interpretations of symbolic meanings and stereotypes as they read, view and critically interpret a range of visual, multimodal and written texts that contain familiar content and some unfamiliar language. T • C • KC1

This includes such learning as:

- reading/viewing a range of texts for developing readers (eg short stories, fantasy and predictive texts, poems, novels, websites, homepages, bulletin boards, maps, autobiographies) T
- recognising simple symbolic meaning in written and visual texts (eg use of logos, music, colour) T
- analysing how values, attitudes and beliefs may be represented in written and visual texts (eg use of violence in video games; gender stereotypes in relation to characters’ roles; the ways culture is represented in television soaps; and gender, ethical and moral issues on websites). Students examine how these world views shape perspectives of futures F • Id • KC1
- researching to extract information (eg identifying the main points in a news article, analysing statistical data, using contents pages and indexes to locate appropriate information, using online and offline sources of information through bookmarking) T • KC1
- engaging in a range of response activities that direct and extend thinking about literature, media and everyday texts (eg cloze, read and retell, book report, story map, storyboard) C • T • KC2
- developing confidence in using a range of current ICTs (eg CD-ROMs, interactive computer texts, electronic slide shows) and predicting future developments in communication tools). F • KC7
At Standard 1, towards the end of Year 2, the child:

Reads and views a range of texts containing familiar topics and language and predictable text structures and illustrations and recognises the ways that texts are constructed to represent real and imaginary experiences. \( \text{id} \times \text{T} \times \text{KC1} \)

Examples of evidence include that the child:
- engages in the reading/viewing process in a variety of ways (eg independently, in shared reading, cross age tutoring) \( \text{T} \times \text{C} \times \text{F} \times \text{KC2} \)
- responds to texts in a variety of ways (eg illustrates, labels, retells, constructs a different ending) \( \text{T} \times \text{C} \times \text{KC2} \)
- presents research findings related to the topic (eg short notes, illustrations with captions, slide show presentations, web-based presentations and photographic essays) \( \text{T} \times \text{C} \times \text{KC1} \times \text{KC2} \)
- demonstrates critical awareness of the situation and sociocultural context (eg investigates ‘Why are the aged presented this way?’, ‘Is this the same experience for everyone?’). \( \text{Id} \times \text{T} \times \text{In} \times \text{KC1} \)

At Standard 2, towards the end of Year 4, the student:

Reads and views a range of texts containing familiar topics and some unfamiliar text structures and language features, and identifies symbolic meaning and stereotypes. \( \text{T} \times \text{C} \times \text{KC1} \)

Examples of evidence include that the student:
- engages in the reading/viewing process in a variety of ways (eg in SSR, gathering and organising information from an excursion to the museum) \( \text{T} \times \text{KC1} \)
- responds to texts in a variety of ways (eg compares the text structures of multimodal texts, sequences a set of pictures or multimedia presentation) \( \text{T} \times \text{C} \times \text{KC2} \times \text{KC7} \)
- presents research findings (eg maps of location or pathway, compilation of recipes according to types) \( \text{T} \times \text{C} \times \text{KC1} \times \text{KC2} \)
- demonstrates critical awareness (eg identifies symbolic meaning in codes for food labels). \( \text{T} \times \text{KC1} \)

At Standard 3, towards the end of Year 6, the student:

Reads and views a range of texts containing some ideas and issues of social/cultural interest and more complex text structures and language features and explains possible reasons for different interpretations of texts. \( \text{In} \times \text{T} \times \text{KC1} \)

Examples of evidence include that the student:
- engages in the reading/viewing process in a variety of ways, including examining past, present and future perspectives (eg in discussion groups, reading to the aged in the community) \( \text{T} \times \text{F} \)
- responds to texts in a variety of ways (eg takes notes, presents a report, conducts a survey, discusses photographs) \( \text{T} \times \text{Id} \times \text{KC2} \)
- creates, merges and manipulates images to present research findings (eg uses a concept map, visual text, statistics, chart, electronic slide show) \( \text{T} \times \text{C} \times \text{KC1} \times \text{KC2} \times \text{KC8} \)
- demonstrates critical awareness of audience (eg identifies the target audience for magazines, discussing layout, format, photographs, stereotyping). \( \text{T} \times \text{Id} \times \text{KC1} \)
Strand: texts and contexts

Students compose a range of written texts which contain some interrelated ideas and information about familiar topics. They understand that certain text types are associated with particular purposes and audiences and adjust writing accordingly. T • C • KC2

This includes such learning as:

- composing a small range of texts (eg poems, recounts, plays, stories, procedures, job descriptions for class tasks, reviews, graphs, e-mails, advertisements, reports) C • KC2
- expressing interrelated ideas and information about familiar topics (eg inclusion of several interrelated characteristics when describing an item or person, a few reasons that support a point of view) T • KC2
- understanding that texts, including data, are composed for particular contexts, purposes and audiences (eg to persuade others of the value of voluntary work in the community) C • T • KC5
- reflecting upon and adjusting own written texts in relation to representations of gender, race, class, age and ability) Id
- developing confidence with operational techniques in the effective use of current ICTs for the production of visual and written texts (eg constructing an e-mail message for another student, using a software program to organise data or create a narrative) C • KC7
- interviewing writers about ways in which a sense of audience influences writing. KC2
At Standard 1, towards the end of Year 2, the child:

1.4 Composes a range of texts that include topics of personal interest and some related ideas, and that can be understood by others.

Examples of evidence include that the child:
- identifies the appropriate purpose for the text (e.g., to describe, entertain, recount) T • C • KC2
- constructs the text appropriately (e.g., a recount of a cultural celebration with a topic, ideas that are related, and two or more events in sequence) T • KC3
- analyses purpose, audience and context (e.g., through the content and informal language used in a letter to a friend) T • C • KC1
- composes a message to a child in a different setting, using information and communication technologies appropriately (e.g., uses e-mail and navigates the screen interface and keyboard) T • KC2
- appraises feedback in response to written text (e.g., invites a response from the receiver of the e-mail).
  
T • KC2

At Standard 2, towards the end of Year 4, the student:

2.4 Composes a range of texts that include interrelated ideas and information about familiar topics and shows an awareness of different audiences, purposes and contexts.

Examples of evidence include that the student:
- explains the purpose for writing (e.g., why particular statistics are presented) C • T • KC5
- reconstructs a text appropriately (e.g., in the style of a fairytale or Aboriginal Dreaming story with a distinguishable storyline and some events clearly related to the resolution of a problem) T • C • KC3 • KC6
- demonstrates understanding of purpose, audience and context (e.g., that junk mail may reinforce stereotypes) C • KC2
- selects and uses suitable media and modes of presentation (e.g., presents a storyboard as a series of posters) KC7
- evaluates written text (e.g., gains oral feedback from an expert writer; identifies sexist, racist, classist and violent ideas and opinions). Id • KC1

At Standard 3, towards the end of Year 6, the student:

3.4 Composes a range of texts that include ideas and information about familiar and some unfamiliar topics and applies an understanding of audience, purpose and context.

Examples of evidence include that the student:
- examines purposes for writing (e.g., to persuade an audience to buy a product) T • C • KC1
- plans, constructs and communicates texts appropriately (e.g., an argument stating the issue, presenting a position and making recommendations) T • C • KC2 • KC3
- demonstrates critical understanding of purpose, audience and context (e.g., discusses whether an advertisement would still retain its integrity if the age, gender, culture of the characters were changed) T • C • Id • KC2
- uses a range of software applications in planning, drafting, editing and presenting texts (e.g., uses a word processor to construct a letter to the editor) C • KC2 • KC3 • KC7
- evaluates written texts (e.g., keeps a record of the kinds of texts written, the audience and the purpose, to ensure variety). T • Id • KC1
Strand: language

The language strand outlines the understandings and skills learners need to acquire and develop across the four Bands of schooling in English.

Language is a resource for making and sharing meanings across the varied contexts of communication in the culture of any group of people. KC2 A functional model of language enables us to understand how English is shaped by the uses to which it is put and how it can be used to create and change these contexts of use. C • T

As they move into and through school, children and students learn about and draw on the potential of language so that they can gain access to powerful ways of making meaning. This includes learning to use and learning about language in speaking, listening, reading, viewing and writing. T • C • KC2

When comprehending and composing texts learners may focus on different aspects of language. These include the following:

- exploring language in use. Students engage with communication of factors such as purpose, subject matter, audience, and medium or mode. KC2 They also appraise the influence of diverse varieties of English, including standard and non-standard forms, and make predictions about how English will develop T • C
- exploring how language is used to organise texts. This focuses on cohesive devices such as conjunction and reference which enable us to comprehend and produce coherent texts T • C • KC1
- exploring and analysing language as a resource. Students experiment with choices for meaning at sentence and word level, including the grammatical resources and units such as mood, modality and theme which are used to construct messages in language C • T • KC1
- exploring language as expression. Students analyse features of written communication (eg punctuation, spelling, handwriting, layout) and features of spoken communication (eg intonation, pausing, rhythm, pacing and enunciation) C • T • KC2
- exploring communication as multimodal. This focuses on the contribution of different modes to communication (eg speech, writing, visual images, layout, tables) and the ways these interact in texts, especially in everyday and media contexts. C • T • KC7

The following table provides a framework for organising the understandings and skills that students learn in the language strand.

<table>
<thead>
<tr>
<th>As students listen to and produce spoken texts they learn about and learn to use language for:</th>
<th>As students read and view texts they learn about and learn to use language for:</th>
<th>As students write texts they learn about and learn to use language for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- different social contexts, purposes and audiences</td>
<td>- different social contexts, purposes and audiences</td>
<td>- different social contexts</td>
</tr>
<tr>
<td>- organising different kinds of spoken texts KC1</td>
<td>- organising different kinds of written and visual texts KC1</td>
<td>- organising different kinds of written texts KC1</td>
</tr>
<tr>
<td>- making meaning of spoken texts</td>
<td>- making meaning of written and visual texts</td>
<td>- conveying meaning in written text</td>
</tr>
<tr>
<td>- conveying expressive aspects KC2</td>
<td>- conveying expressive aspects</td>
<td>- conveying expressive aspects KC2</td>
</tr>
<tr>
<td>- communicating in different modes. KC2</td>
<td>- communicating in different modes.</td>
<td>- creating multimodal texts. KC6</td>
</tr>
</tbody>
</table>

Primary Years Band — English
During the Primary Years students explore language to maintain their sense of belonging to peer, classroom, school and community groups. **Id** Through engaging with an increasing range of texts, students explore several aspects of language as they listen, speak, read, view and write. When listening to spoken texts, students identify and talk about the appropriate language features such as volume, pace, intonation and pronunciation. They examine the way language is used in different situations such as in the playground or in a formal assembly presentation. Students use aspects of spoken language appropriately, to express strong feelings, ideas and information in different school and community contexts. **Id • KC2** They use language to question, clarify ideas, classify and convey information, provide explanations and present arguments. **KC1 • KC2** Students in the Primary Years develop language for use with audiences of varying size including partners, small groups and whole class. They use various aspects of language such as gesture, facial expression and posture to present the spoken text more effectively. **C • Id • T**

Students engage with the features of narratives, recounts, reports, explanations and persuasive texts. As they use texts to research, students examine the language of factual writing. **KC1** They increasingly use media texts (eg newspapers, websites, Internet, magazines and television) to identify aspects of language such as the use of adjectives to compare objects and the use of past tense in a newspaper report. **C • T • KC7** In developing greater respect for others’ views, students discuss varying opinions about the techniques used for developing plot structure, characters, atmosphere, setting and imagery in fictional texts. As they explore simple factual texts they consider organisation layout and vocabulary. Their experience in examining illustrations, photographs, diagrams, tables, captions and keys assists students as they gain meaning from a range of written and visual texts. **KC1** They clarify their preferred digital and electronic technologies (eg video, animation) as a means of expressing ideas and opinions. **C • T**

With continuing support through modelled writing experiences and group, team and individual practice, students in the Primary Years develop greater control of language as they write well-structured texts for a range of purposes. **KC4** Increasingly they consistently use the appropriate aspects of language to organise the written text. For example students use language to present a problem and a solution in a narrative. **KC6** They organise factual texts according to their type (eg a report using headings and subheadings based on key information). To improve the effect of their written texts, students experiment with and predict the effects of the order of words, the length of sentences, figurative language and vocabulary, punctuation, grammar and layout. **T • KC1**

Following are the Key Ideas that comprise the language strand.
Students listen to and interact with familiar and some unfamiliar audiences for a wider range of purposes and contexts, and learn about several aspects of spoken language. They produce a variety of spoken texts, developing confidence and increasing proficiency in the use of language as they communicate with a wider range of school and community audiences. \( \text{Id} \cdot \text{C} \cdot \text{KC2} \)

This includes such learning as:

- understanding and using language appropriate to different contexts, audiences and purposes (e.g. welcoming a local employer to the school; taking a telephone message; understanding that language is used differently in home, school and work contexts; electronically requesting and responding to queries for information) \( \text{C} \cdot \text{Id} \cdot \text{KC2} \)

- exploring aspects of text organisation (e.g. retelling a ballad and focusing on development of the activity sequence, using appropriate connectives to link ideas in an explanation) \( \text{C} \cdot \text{T} \)

- recognising grammar as a resource for meaning (e.g. using strong and weak modal verbs such as ‘must’, ‘should’, ‘may’, ‘could’ to present an argument, using adjectives to describe an animal in an information report) \( \text{C} \)

- identifying vocabulary for expressing feelings (e.g. identifying language such as ‘sad’, ‘excited’, ‘unhappy’ that expresses the feelings and attitudes of central characters when listening to a story or poem) \( \text{Id} \cdot \text{C} \cdot \text{KC2} \)

- evaluating expressive aspects of language (e.g. listening for and using pacing, volume, pronunciation and enunciation in, for example, a Readers Theatre performance) \( \text{C} \cdot \text{KC1} \cdot \text{KC4} \)

- responding to communication in different modes (e.g. listening to the sound effects and/or music that accompany a story). \( \text{C} \cdot \text{KC2} \)
At Standard 1, towards the end of Year 2, the child:

1.5

Identifies some aspects of spoken language in a range of contexts when listening to and responding to texts. **Id•T•C•KC2**

Examples of evidence include that the child:
- recognises that language varies according to context (e.g. responds appropriately to spoken instructions in a library) **C•KC1•KC2**
- responds to aspects of text organisation (e.g. tracks and recognises reference that ‘she’ refers back to a character introduced earlier in a story) **T•KC2**
- interprets multimodal texts (e.g. listens to a story read aloud and performs the actions in a mime) **T•KC1•KC2**
- interprets grammatical resources in spoken texts (e.g. “Would you open the window please.” vs “Open the window.” as different ways of giving commands) **C•T**
- responds to expressive aspects of language (e.g. taps out syllables in well-known poems or rhymes). **C•KC2•KC5**

At Standard 2, towards the end of Year 4, the student:

2.5

Identifies and discusses aspects of spoken language when listening and responding to texts in a range of contexts. **Id•C•KC2**

Examples of evidence include that the student:
- recognises that language varies according to context (e.g. role-plays home, school and neighbourhood situations) **C•Id•KC2**
- responds to text organisation (e.g. identifies story sequences) **C**
- interprets multimodal texts (e.g. uses audio, text, video and graphics, and digital and electronic technologies in response to a song) **C•KC7**
- interprets grammatical resources in spoken texts (e.g. “Would you open the window please.” vs “Open the window.” as different ways of giving commands) **C•T**
- responds to expressive aspects of language (e.g. comments on the effects of loudness and softness in a spoken performance). **C•T•KC2**

At Standard 3, towards the end of Year 6, the student:

3.5

Discusses and analyses aspects of spoken language when listening and responding to texts in a range of contexts. **T•C•KC1•KC2**

Examples of evidence include that the student:
- recognises that language varies according to context (e.g. identifies vocabulary relevant to different home and school contexts, i.e. “house” vs ‘you’ and “I didn’t do nothing.” vs “I didn’t do anything.”) **C•Id•KC2**
- responds to aspects of text organisation (e.g. identifies and analyses technical and non-technical vocabulary in texts) **C•T•KC1•KC2**
- interprets multimodal texts (e.g. interprets locations on a map after listening to travel talk) **C•KC1•KC7**
- interprets grammatical resources in spoken texts (e.g. reports conversations with others using direct and indirect speech: “She said ‘I’ll come.’” vs ‘She said she would come.’) **C•T•KC1**
- responds to expressive aspects of language (e.g. comments on pacing, volume, body language in a sports presentation). **C•T•KC1**
Strand: *language*

See page 74 for Key Idea.
At Standard 1, towards the end of Year 2, the child:

1.6 Experiments with language when producing spoken texts for a range of school and community audiences. T • C • KC2 • KC3

Examples of evidence include that the child:
- uses language appropriately (eg in peer conversation says ‘see you later’ but speaking to a visitor says ‘goodbye’) C • T • KC2
- shows understanding of the organisation of spoken texts (eg uses connectives like ‘because’, ‘and’ to sustain a topic) C • T • KC1 • KC2
- uses grammatical resources to produce spoken texts (eg in a recount is able to group words that tell about an event or action) C • T
- produces multimodal texts (eg tapes their morning news presentation) C • KC7
- uses vocabulary to express feelings orally (eg uses alliteration) C • T • Id • KC2
- uses expressive oral language (eg emphasises words that rhyme). C • T • Id • KC2

At Standard 2, towards the end of Year 4, the student:

2.6 Uses some aspects of language when producing a variety of spoken texts for a range of school and community audiences. In • C • KC2

Examples of evidence include that the student:
- uses language appropriately in different contexts (eg formal language with an adult, non-standard English in role-play) C • T • KC2
- demonstrates understanding of the organisation of spoken texts (eg in a procedure uses ‘first’ … , ‘then’ … , ‘finally’) C • T
- produces multimodal texts (eg sound effects with poem) C • KC7
- uses grammatical resources to produce spoken texts (eg oral report uses indirect speech) C • T
- uses vocabulary to express feeling (eg giving feedback using evaluative expressions) C • T • KC2
- uses expressive oral language (eg appropriate volume, pace and pronunciation). C • T

At Standard 3, towards the end of Year 6, the student:

3.6 Selects and uses most aspects of language when producing a variety of spoken texts appropriate for a wide range of school and community audiences. Id • T • C • KC2

Examples of evidence include that the student:
- uses language appropriately in different social contexts (eg can compare the language in a play from an earlier period in time with language used today) C • T • In • KC2
- demonstrates understanding of the organisation of spoken texts (eg can take turns at the appropriate time in a script) C • T
- produces multimodal texts (eg tape records instructions for a game) C • KC7
- draws on grammatical resources to produce spoken texts (eg can persuade others to a point of view using strong modal verbs such as ‘must’ and ‘will’) T • C
- uses vocabulary to express feelings and attitudes (eg when referring to a friend can use a metaphor such as ‘She is an angel’) T • C • Id • KC2
- uses expressive aspects of oral language (eg uses posture, facial expression and gesture to engage the listener in a role-play) C
- documents evidence of selected skills and attributes in a portfolio, and presents it to a panel of peer and community members. Id • KC2
Strand: **language**

**Key Idea**

Students read, view and interpret a range of texts about familiar and some unfamiliar topics with increasing independence and understanding. They identify, predict and evaluate the language features of written and visual texts, and discuss their effect on the reader.

This includes such learning as:

- analysing written and visual texts according to social context and electronic sources (eg identifying a writer’s intended audience by discussing language features of an advertisement, short story, set of instructions or an explanation) **T • Id • KC1**
- exploring aspects of text organisation (eg identifying cohesive links using connectives that add information—and, as well—or show cause and effect—because, so) **C • T**
- interpreting communication in different modes (eg identifying and making use of conventions of electronic texts such as hyperlinking) **C • T**
- interpreting and analysing grammar as a resource for meaning (eg identifying quoted and reported speech in newspaper texts and discussing effects of their use) **C • T • KC1**
- recognising grammar as ‘building blocks’ (eg identifying base words and explaining how prefixes and suffixes change words and their meaning) **C • T**
- appreciating expressive aspects of written language (eg talking about rhyme, syllables and rhythm when discussing different types of poetry). **C • T**
South Australian Curriculum, Standards and Accountability Framework

Primary Years Band — English

1.7

Identifies and talks about some features of written language and visual images when reading and viewing a range of texts. T • C • KC1

Examples of evidence include that the child:

- recognises a variety of language choices in texts (eg identifies commands in procedures, and descriptions in information reports) T • C • KC1
- demonstrates understanding of text organisation (eg identifies repetition and variation of vocabulary in poetry, and sequences of actions in stories) T • KC2 • KC1
- interprets multimodal texts (eg makes links between an illustration and part of a text by talking about character’s feelings as shown visually and verbally) T • KC1
- identifies and interprets grammatical resources in written texts (eg identifies words that name people and other living things, places and objects, and knows these are called nouns) T • C • KC1
- shows understanding of the building blocks of language (eg identifies the core elements of a clause by identifying verbs in a text) T • C • KC1 • KC2
- responds to expressive aspects of language (eg reads texts expressively, drawing on knowledge of punctuation marks such as full stops and capital letters). C • KC2

2.7

Identifies and interprets features of written language and visual images when reading and viewing with increasing independence and understanding a range of texts about less familiar topics. T • C • KC1

Examples of evidence include that the student:

- recognises a variety of language choices in stages of texts (eg action verbs in the complication stage of narrative, technical language in the classifying stage of the information report) T
- demonstrates understanding of text organisation (eg identifies chains of reference in texts—the little girl’ … ‘she’ … ‘her’—and its role in tracking participants in text) C • T
- interprets multimodal texts (eg communicates to others by combining text, graphics and audio in a webpage design for a local and global audience) C • KC7
- identifies, interprets and analyses grammatical resources in written texts (eg identifies verbs used to link information in a report, and comments on their function in classifying and describing things) C • T • KC1
- shows understanding of the ‘building blocks’ of language (eg identifies conjunctions and discusses the different links they create between ideas in texts) C • T
- responds to expressive aspects of language (eg gives appropriate emphasis to rhythm and rhyme sequences when reading poetry). C • T • KC2

3.7

Identifies and analyses features of written language and visual images when reading and viewing independently, a range of texts about familiar and unfamiliar topics. T • C • KC1

Examples of evidence include that the student:

- recognises a variety of language choices in texts used in different social contexts (eg distinguishes between technical nouns in reports and abstract nouns in expositions) T
- demonstrates analysis of text organisation (eg identifies vocabulary patterns in texts according to different principles such as repetition, the use of synonyms and antonyms, classification—class and sub-class and composition; whole and part) T • C • KC1
- critically analyses multimodal texts (eg discusses the interaction of visual images and written text in magazine advertisements) T • C • KC7
- identifies and interprets grammatical resources in written texts (eg the way verbs and verb groups can be used to describe the thoughts and feelings of characters in stories) T • C • KC1
- shows understanding of the ‘building blocks’ of language (eg identifies and talks about groups of words building descriptions of people, places and things: ‘The supermarket has a new electronic price scanner.’) T • C
- responds to and uses expressive aspects of language (eg reads short stories expressively drawing on punctuation marks such as commas, colons and speech marks). T • C • KC2

At Standard 1, towards the end of Year 2, the child:

At Standard 2, towards the end of Year 4, the student:

At Standard 3, towards the end of Year 6, the student:
Strand: language

Students plan and compose, with increasing independence, a range of texts about familiar, new and imaginary experience. They demonstrate knowledge about, and increasing control of, language choices in written texts. Id • T • C • KC3

This includes such learning as:

- investigating knowledge of social context in writing (eg comparing the features of two different texts and talking about how these differences relate to their purpose) C • T
- exploring aspects of text organisation (eg writing a simple explanation with a topic sentence and sequence of information, web design, software instructions) C • T • KC3
- experimenting with multimodal texts (eg using computer software to produce group research reports integrating tables, captions, figures and verbal text), and making predictions about future developments in multimodal communication C • T • KC6
- interpreting grammar as a resource for meaning (eg talking about the effect of using correct tense to indicate time in writing, then editing own writing) C • T
- understanding grammar as ‘building blocks’ of meaning construction in written texts (eg writing well-formed sentences using knowledge of conventions such as subject-verb agreement or that a compound sentence has two or more independent clauses) C • T
- identifying expressive aspects of written language (eg using knowledge of punctuation such as speech marks, commas and apostrophes for contractions in published versions of own writing) C • T
At Standard 1, towards the end of Year 2, the child:

1.8

Experiments with aspects of language when planning and composing a range of texts about familiar experience.

Id • C • KC3 • KC6

Examples of evidence include that the child:

- uses a variety of language choices in texts (eg uses the potential of the noun group to describe people, other living things, places and objects in different ways in narratives and information reports)
- draws on knowledge of text organisation (eg introduces participants appropriately in texts and keeps track of them: ‘… kangaroos … they … kangaroos’)
- produces multimodal texts (eg illustrates an explanation using an animation)
- identifies and uses different grammatical patterns in texts (eg uses action verbs in a recount)
- shows understanding of the building blocks of language (eg uses the structure of the simple sentence and subject–verb agreement in writing)
- demonstrates understanding of expressive aspects of language (eg uses intonation patterns when reading aloud as a guide for placement of full stops, question marks and exclamations in own writing).

At Standard 2, towards the end of Year 4, the student:

2.8

Uses aspects of language when planning and composing a range of well-structured texts about familiar and new experience.

Id • T • C • KC3

Examples of evidence include that the student:

- uses a variety of language choices in texts (eg creates different vocabulary sets of nouns for writing a daily recount and for writing a report, using technical descriptions of the topic such as ‘My Budgie’ vs ‘Budgerigars’)
- draws on knowledge of text organisation (eg organises texts in paragraphs on the basis of a change of topic, and writes a topic sentence for each paragraph)
- plans and creates an interactive product with audio, graphics, video and text, using a variety of applications to generate a virtual tour of a well-known local site
- identifies and uses different grammatical patterns in texts (eg uses circumstances—adverbial phrases such as ‘down the street’, ‘in the rainforest’—to develop settings for fiction or factual texts)
- shows understanding of the ‘building blocks’ of language (eg recognises and uses a variety of sentence structures—simple and compound—in own writing)
- demonstrates understanding of expressive aspects of language (eg uses speech marks to enclose spoken language in stories and a new paragraph to mark a change of speaker).

At Standard 3, towards the end of Year 6, the student:

3.8

Selects and uses a variety of language aspects when planning and composing a range of well-structured fiction, factual and media texts about familiar, new and possible experience.

Id • T • C • KC3

Examples of evidence include that the student:

- plans and uses a variety of language choices in texts (eg uses direct and indirect speech in a news item to source information, and reordered the sequence of events to give prominence to the crisis)
- draws on knowledge of text organisation (eg uses paragraphs to show meaningful divisions between sections of text)
- creates multimodal texts (eg designs a webpage for an environmental group)
- identifies, plans and uses different grammatical patterns in texts appropriate for the context (eg creates dialogue in texts through verbal processes which project statements, questions, commands, exclamations)
- shows analysis of the building blocks of language (eg writes well-formed sentences using knowledge of conventions such as subject–verb agreement or that the main clause of a sentence has to have a finite verb)
- demonstrates and uses understanding of expressive aspects of language (eg identifies strategies for forming words in English—base and affixes, different patterns of inflection of words in English)

Primary Years Band — English
South Australian Curriculum, Standards and Accountability Framework

**Strand: strategies**

Across the four Bands of schooling learners acquire ways of using language to effectively compose, comprehend and respond to texts. As they listen, speak, read, view and write, learners develop multiple strategies for thinking diversely and for selecting, analysing and critically reflecting on the processes they use. KC1 They use this understanding to consider alternative strategies and to adjust these for working effectively in a range of community and global contexts. The ability to apply these strategies in different contexts and for various purposes and audiences is the foundation for effective communication. T • C • F

The following table provides a framework for the understandings and skills that students learn in the strategies strand.

<table>
<thead>
<tr>
<th>As students listen to and produce spoken texts they learn about and learn to use strategies for:</th>
<th>As students read and view texts they learn about and learn to use strategies for:</th>
<th>As students write texts they learn about and learn to use strategies for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- monitoring understanding</td>
<td>- selecting texts</td>
<td>- planning, preparing and drafting writing KC3</td>
</tr>
<tr>
<td>- participating in dialogue in a variety of ways</td>
<td>- monitoring understanding</td>
<td>- editing, revising and proofreading</td>
</tr>
<tr>
<td>- planning, preparing, rehearsing and presenting formal talks KC2 • KC3</td>
<td>- recording and organising information KC2</td>
<td>- spelling</td>
</tr>
<tr>
<td>- evaluating performance KC2</td>
<td>- using digital and electronic technologies KC7</td>
<td>- presenting and evaluating the product KC3</td>
</tr>
<tr>
<td></td>
<td>- critically reflecting on texts.</td>
<td></td>
</tr>
</tbody>
</table>

The focus in the Primary Years Band is on developing competency as students use several strategies to interact with others, convey ideas, compare information, and interpret and compose texts. KC1 • KC4 They develop an understanding of their own capabilities as they explore listening, speaking, reading, viewing and writing strategies appropriate for specific texts and for their own purposes. During this stage students observe others using effective strategies, test different strategies, predict effectiveness, and show a willingness to draw on their own knowledge and experiences to try new strategies. C • Id • T • F • KC6

Students in the Primary Years understand alternative viewpoints as they use several strategies for listening to others’ ideas and opinions in a variety of contexts. KC6 The use of listening strategies to identify detail and to summarise texts, such as news reports and documentaries, become increasingly refined. When speaking, students practise strategies for asking questions, leading and participating in discussions, reporting progress, providing feedback and challenging ideas. KC2 They now interact with individuals and groups in the wider community using listening and speaking strategies to plan, rehearse and present their research findings. Id • C • T • F • KC1 • KC2 • KC3

When reading and viewing more difficult texts, students in the Primary Years practise several strategies to make meaning from a range of texts. They select appropriate strategies such as predicting, re-reading, reading on, reviewing, note-taking, skimming and scanning. They draw on contextual clues and on their knowledge of the text structure, and adjust their approach to reading and viewing accordingly. In becoming more independent learners, students at this stage take on an individual role in research, either alone or in a group or team, using strategies to locate, select and record information in various ways. KC1 • KC4
This is a period of growth in exploring reading and viewing strategies and using appropriate information and communication technologies in resourceful ways. These strategies are developed as students view multimedia, film and television to identify the use of, and purposes for, sound effects, music and editing. T • C • Id • F • KC7

At this stage students understand the basic strategies necessary for engaging in the writing process. They test and practise a range of planning, composing and reviewing strategies in order to produce more complex texts. KC3 Students write imaginative, predictive and factual texts, rehearsing strategies independently and in groups or teams to gain control in their construction. KC4 They brainstorm, make notes, use concept maps and models, draft, edit and proofread, and recognise the cyclical and ongoing nature of planning, thinking, learning and problem-solving. KC3 • KC6 Students select the most appropriate form of writing as they adapt their strategies to specific texts. Handwriting strategies focus on developing style, fluency, speed and legibility. To successfully communicate with others, students in the Primary Years think about and use a range of strategies for spelling accurately. They now recognise most misspelt words and use various resources such as dictionaries, thesauruses and spell checks to attempt corrections. Their understanding of the role of digital and electronic technologies in the construction (eg drafting, editing) and presentation (eg borders, graphic tables) of written texts develop as students experiment with text and web pages. T • C • KC7

Following are the Key Ideas that comprise the strategies strand.
Strand: strategies

Students receive, share and respond to a range of texts by employing several strategies for listening attentively to ideas and information, and drawing conclusions. They communicate ideas and information and evaluate performance by integrating several strategies for speaking in different contexts. Id • In • C • KC2

This includes such learning as:

- demonstrating active listening (eg identifying the topic/focus, asking relevant questions)
- participating in dialogue (eg expanding on others’ ideas and opinions, asking for and giving reasons and explanations, reporting and problem-solving—including online—with individuals, leading and participating in groups or teams) In • C • KC2 • KC4 • KC6
- planning, preparing and presenting spoken texts (eg selecting and organising ideas before giving a prepared talk, rehearsing and modifying a talk before presentation to peers, using cue cards or memory to deliver a prepared speech, using examples of texts as models for their own speaking and listening) C • KC3
- evaluating the performance of themselves and others (eg explaining and justifying their response to a speaker’s presentation, asking for feedback) Id • T • KC2
- using interactive multimedia products (eg participating in a video conference) C • KC7
At Standard 1, towards the end of Year 2, the child:

1.9 Uses strategies for listening attentively to ideas and opinions in a range of spoken texts. \( T \cdot C \)

Examples of evidence include that the child:
- demonstrates how gestures and facial expressions may convey meaning in spoken texts \( C \cdot KC2 \)
- interprets meaning of spoken text (eg asks a question, rephrases instructions for clarification) \( T \cdot KC1 \)
- evaluates own performance (eg accepts constructive feedback about body language exhibited when listening to a story). \( Id \cdot KC1 \cdot KC2 \)

At Standard 2, towards the end of Year 4, the student:

2.9 Uses strategies for listening attentively to ideas, information and viewpoints in a range of spoken texts. \( Id \cdot T \cdot C \cdot KC6 \)

Examples of evidence include that the student:
- interprets appropriately non-verbal behaviour that accompanies spoken text (eg that facial expressions and gestures may show interest or lack of interest) \( C \cdot KC1 \)
- interprets meaning of spoken text (eg identifies main ideas in an oral report) \( T \cdot C \cdot KC1 \)
- evaluates performance by communicating to others with combined text, graphics and audio (eg discusses how tone affects the listener) \( C \cdot KC1 \cdot KC2 \)
- evaluates the interactive components of webpages designed to capture audience/user. \( KC1 \)

At Standard 3, towards the end of Year 6, the student:

3.9 Uses and discusses a variety of strategies for listening attentively to summarise alternative viewpoints in a range of spoken texts. \( T \cdot C \cdot KC2 \cdot KC6 \)

Examples of evidence include that the student:
- interprets appropriately non-verbal behaviour that accompanies spoken text (eg uses positive body language, gestures, Internet protocol) \( C \)
- interprets meaning of spoken text (eg asks questions to gain ideas and opinions about a topic) \( T \cdot KC1 \)
- explores and discusses possible strategies and evaluates performance (eg reflects on ability to adjust non-verbal behaviour to different listening situations). \( Id \cdot KC2 \cdot KC6 \)

1.10 Experiments with strategies for planning, composing and presenting spoken texts for formal and informal situations. \( T \cdot C \cdot KC2 \cdot KC3 \cdot KC6 \)

Examples of evidence include that the child:
- participates appropriately in dialogue (eg takes conversational turns when sharing ideas, sustains one-to-one conversation with children) \( C \cdot Id \)
- plans, prepares and presents an oral presentation (eg uses a structured guide to record who, what, when, where and why when planning a recount; rehearses a rhyme with a partner; presents, using clear voice, signs, gestures) \( T \cdot KC2 \cdot KC3 \)
- evaluates performance (eg uses comments from others to discuss strengths and areas for improvement). \( Id \cdot KC1 \cdot KC2 \)

2.10 Uses strategies for planning, composing and evaluating a range of spoken texts to communicate with different community audiences. \( Id \cdot In \cdot C \cdot KC2 \cdot KC3 \)

Examples of evidence include that the student:
- participates in dialogue (eg appropriately offers advice on how to play a game) \( C \)
- plans, prepares and presents an oral presentation, by combining text, audio and graphics (eg presents an animated product, uses small groups to rehearse presentation; presents using appropriate language use, expression, volume, tone, pace) \( T \cdot C \cdot KC2 \cdot KC3 \)
- evaluates performance (eg uses feedback from a small group to modify pace of a presentation). \( Id \cdot KC2 \)

3.10 Selects and uses a variety of strategies for planning, composing, presenting and evaluating spoken texts for an increasing range of community audiences. \( Id \cdot T \cdot C \cdot KC3 \cdot KC6 \)

Examples of evidence include that the student:
- participates effectively in dialogue (eg uses appropriate group interaction strategies to work collaboratively) \( Id \cdot C \cdot KC2 \cdot KC4 \)
- plans, prepares and presents oral presentations (eg uses comments and observations to adjust plans; rehearses and adjusts the tone of voice when presenting) \( C \cdot T \cdot KC2 \cdot KC3 \)
- explores possible strategies and evaluates performance (eg makes comparisons based on use of operational techniques). \( Id \cdot KC2 \cdot KC6 \)
Strand: strategies

**Key Idea**

Students integrate several reading/viewing strategies to locate and compare information, identify resources, and meet own personal reading goals. **Id • T • C • KC1**

This includes such learning as:

- selecting texts for research, interest and enjoyment, and maintaining a text portfolio. Students identify texts that support their research interest and may broaden reading experience; browse, skim, scan; read cover information; refer to homepages, contents and bibliographies **Id • KC1**
- using search techniques to gather information electronically (eg using Boolean searching and scanning for factual information on an electronic encyclopaedia) **C • KC7**
- monitoring understanding and interpreting meaning for specific purposes (eg predicting, using own knowledge and experience of the topic and knowledge of the ways that different texts work; clarifying or correcting meaning of print texts; using organisational features; undertaking short, focused research tasks; deciphering difficult texts; predicting meaning of unknown words) **T • KC1**
- recording and organising information (eg making brief notes or tables of relevant information, comparing information from different print and visual texts and sources, keeping records of what they read). **C • KC1 • KC2**

**Key Idea**

Students respond to and express ideas and information as they integrate several strategies for planning, composing and reviewing their own writing. They draw on knowledge of letter patterns and letter sound relationships to spell familiar and unfamiliar words. **T • C • KC2 • KC3**

This includes such learning as:

- planning, preparing and drafting writing (eg using other texts as models, setting and monitoring short-term goals for development, collecting ideas/resources for writing in a personal portfolio) **T • C • KC3**
- editing or proofreading writing (eg revising by checking for clarity of meaning, correct structure for the purpose, use of varied sentence beginnings, capital letters, apostrophes, spelling, conjunctions and adjectives; using a variety of sources for the correct spelling of words) **T**
- spelling (eg using visual knowledge, knowledge of letter strings and of prefixes and suffixes to attempt to spell words; discussing and using possible strategies for spelling) **T**
- using a variety of ways of presenting ideas and information (eg diagrams, maps, illustrations, captions) **C • KC2**
- evaluating (eg using self and peer assessment, using check lists) **Id • KC1 • KC4**
- word processing to plan, draft, edit and publish a piece of writing **C • KC7**
South Australian Curriculum, Standards and Accountability Framework

Primary Years Band — English

At Standard 1, towards the end of Year 2, the child:

1.11

Experiments with strategies when selecting, reading, viewing and critically interpreting written and visual texts, and with teacher support, discusses their use of strategies. Id • T • C • KC1

Examples of evidence include the child:
- selects texts for enjoyment and information (eg uses cover, title, illustrations, homepage) T • Id • KC1
- interprets meaning (eg uses visual cues to work out unknown words; predicts content using cover information, illustrations and text; scans text) T • KC1
- records and organises information (eg draws, illustrates or labels events) C • KC1 • KC2

At Standard 2, towards the end of Year 4, the student:

2.11

Uses strategies for identifying resources, locating information and for reading, viewing and critically interpreting information from various written and visual texts. Id • T • C • KC1

Examples of evidence include that the student:
- selects texts appropriately (eg browses, seeks help, uses a library database, considers a range of perspectives) T • Id • C • KC1
- interprets meaning (eg skims, using a contents page, a homepage, a website, or key words for information when researching) T • C • KC1
- records and organises information (eg makes notes, draws concept maps, tabulates, makes lists, highlights) C • KC1 • KC2
- identifies, locates and selects appropriate electronic sources of information, and evaluates their usefulness. T • KC1 • KC7

At Standard 3, towards the end of Year 6, the student:

3.11

Selects and uses a variety of strategies for locating and recording information and for reading, viewing and critically interpreting a range of written and visual texts. F • Id • T • C • KC1 • KC8

Examples of evidence include that the student:
- selects texts appropriately (eg based on personal interest, author, topic, vocabulary) Id • C
- interprets meaning (eg substantiates predictions, reads on when dealing with difficult passages, substitutes familiar words) T • KC1
- records and organises information (eg keeps a personal journal, gives ratings for films and videos) C • KC1 • KC8
- strategically evaluates usefulness of information sources (eg uses an author’s webpage to evaluate information about becoming an editor). F • T • KC1 • KC8

1.12

Experiments with strategies for planning, composing and reviewing own written texts and for attempting to spell unfamiliar words. Id • T • C • KC3

Examples of evidence include the child:
- plans, prepares and drafts writing (eg discusses reasons for writing a letter to a grandparent, communicates with a peer about content, writes a list of items for inclusion in writing) T • KC3
- edits or proofreads texts (eg talks with others about ideas) T
- presents the product (eg uses a word processor to publish a recount) C • KC2
- evaluates the product (eg invites verbal comments from a group) Id • In • KC1
- spells familiar words (eg uses environmental print, word lists, classroom texts as resources). T

2.12

Uses strategies for planning, composing and reviewing own texts and for consistently making informed attempts at spelling. Id • T • C • KC3

Examples of evidence include that the student:
- plans, prepares and drafts writing (eg creates a flow chart of words linked to a topic, considers the needs of young viewers in an advertisement) T • KC3
- edits or proofreads written text (eg uses a thesaurus/dictionary to incorporate alternative/new words) T
- presents the product by creating and manipulating graphics and sound to convey messages (eg publishes a storyboard for a cartoon) C • KC2 • KC6
- evaluates the product (eg uses feedback from peers to adjust writing) Id • KC2
- makes informed attempts to spell (eg uses visual, phonetic and meaning-based strategies). T

3.12

Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately. T • C • KC3

Examples of evidence include that the student:
- plans, prepares and drafts writing (eg talks with a partner about composing a script for a newsreader, watches a news report, designs an interactive multimedia presentation, reads the newspaper, researches a current issue) C • KC3
- strategically edits or proofreads written texts (eg uses an editing checklist with the teacher) T • KC8
- presents the product (eg uses a poster display, publishes an article in the school newsletter) C • KC2
- evaluates the product (eg accepts feedback about draft from a small group conference). Id • KC2
Health and physical education

Introduction

Health and physical education is concerned with learning about, and through, healthy human development and change. Individuals develop uniquely with respect to their relationships, family, history, culture, community and circumstances. Significant processes of human development are involved in the formation of self-concept and the maintenance of health as an individual and as a member of various social and work groups and global communities. By their very nature, knowledge, practices, skills, attitudes and values relating to health and physical activity contribute profoundly to the development of human identity, and to personal, societal and environmental health. They infuse everyday life and have significant influence on the quality of life of an individual, and of the groups and communities they belong to.

Studies in health and physical education encompass a broad spectrum of knowledge relating to the wellbeing, health, behaviour, skills and dispositions, and physical, social and emotional development of individuals and members of communities. Through these knowledges, skills and dispositions, individuals, groups and communities make decisions about recreation, health, hygiene, fitness practices, work and occupational choices. Health and physical education contributes to lifelong learning in these important aspects and to a holistic understanding of life.

Learning in health and physical education promotes the integration of physical, social, emotional, environmental and spiritual dimensions of living, and includes areas such as health education, physical education, home economics, outdoor education and sport education. In the Senior Years it also includes work education, community studies, integrated studies, nutrition and personal development studies, and cross-disciplinary studies such as women’s issues. Learners gain knowledge and processes that enable them to address specific health-related issues. At times these become paramount for individuals and others in the wider community.

Learning in health and physical education promotes children’s and students’ self-confidence and interpersonal skills. It encourages an understanding of self and personal safety, and fosters a positive self-concept and respect for others, together with broader concerns for community and world health. There is a focus on encouraging learners to take action over factors that influence their personal development, the state of their health and that of their local and global communities. This Learning Area makes a special contribution to the education of all children and students through physical activity. They develop an appreciation and understanding of their bodies, and acquire physical and other important competencies through physical experiences. Experiencing physical activities provides an important avenue for the development of a positive sense of self-worth and a positive sense of body beyond stereotypes. The health and physical education Learning Area engages all children and students in physical activity in a way that
promotes a lifelong commitment to participation in active and healthy living. The long-term benefits include increased levels of fitness, better health, enjoyable involvement in recreational and competitive activities, and satisfaction derived from performing skilled movements and being involved in further education, training and work.

The Learning Area also focuses on the significance and consequences of personal decisions and behaviours in the context of relationships, family, community and work environments (paid and unpaid, civic and domestic). It involves investigation of vocations, community organisations and global bodies that promote healthy active living. This occurs through contact with the food, hospitality, health, fitness, sport and recreation industries which are a growing part of Australian society both in terms of vocational pathways and involvement in everyday recreation and health issues. These aspects of Australian life comprise many patterns of paid and unpaid/voluntary work, and learners are encouraged to explore how and why these function and with what effects.

The acquisition of knowledge, skills and attitudes within studies of health and physical education will prepare students to engage with a rapidly changing world. Within this context they will meet challenges to their health and wellbeing from work, leisure, modern technologies, certain new food sources, many sources of stress, lifestyle diseases and opportunities for creating work. The sociocultural and political factors that promote wellbeing, and those that present risks, are important areas of investigation in this Learning Area. Students also learn that there are strong influences on how people live and on the choices they make as a result of the diverse beliefs, attitudes and values held by individuals, families, cultural groups and the wider community; the power they wield; and/or the opportunities available to these groups. These strong influences include the social constructs of gender, class, race, sexuality and ability.

Within the studies of health and physical education there are significant opportunities provided for learners to use a range of literacy, numeracy and information and communication technology skills. This is evident in the use of appropriate terminology and information and communication technologies to communicate ideas and explore concepts of space, time, shape and measurement. Learners select and use a range of ways and modes to structure and report their learning, enhancing the process by the use and application of information and communication technologies in planning, drafting, editing and presenting.

The Learning Area is underpinned by a commitment to social justice, the recognition of diversity and the provision of supportive environments. An understanding of these principles enables all children, students and teachers to apply the knowledge, processes, skills and attitudes necessary for achievement of positive Learning Outcomes in relation to health, physical activity and personal development.

The health and physical education Learning Area aims to develop in all students:

- an understanding of the interrelated nature of the physical, social, emotional and spiritual dimensions of life
- the ability to make informed judgments about health and wellbeing for themselves and in their relations with others
- a positive disposition towards lifelong participation in regular physical activity
- the ability to enhance their own and others’ self-concept
- a wide range of skills which promote healthy active practices
• skills for creating and maintaining positive interactions
• safe and respectful behaviours and responsibility to maintain safe environments
• a commitment to promoting equity, valuing diversity and justice, and establishing supportive learning environments
• an exploration of future work in the health, education and training, food and hospitality, fitness, sport and recreation industries
• an ability to critically reflect on, articulate and challenge social constructs with a view to improving health outcomes for themselves, others and communities
• capacities to apply learning in health and physical education to other Learning Areas, to life in the wider community, to the virtual community, and in accessing further education and training.

The SACSA Framework and ESL students

In supporting teaching and learning for ESL students and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
Health and physical education

Curriculum Scope and Standards

Health and physical education is concerned with holistic human development, emphasising the contribution of physical activity to growth and functioning; the establishment of a positive self-concept and relationships; and the achievement of optimal health in individuals and communities. As a consequence this Learning Area is organised around three strands that are developed progressively across the Bands of schooling. These are:

- physical activity and participation
- personal and social development
- health of individuals and communities.

The Learning Area includes areas of curriculum that have in the past, and in many cases still are, dealt with quite separately in subjects such as health education, physical education, home economics and outdoor education. Nevertheless the strands are interrelated with each other and the other Learning Areas. They inform one another and integration will enrich Learning Outcomes. None of the strands is predominant and all should be developed concurrently.

Literacy, numeracy and information and communication technologies in health and physical education

Through health and physical education, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in **literacy** to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in different contexts. This learning is evident in health and physical education when students learn to use specialised language and texts to analyse and communicate a range of views on health issues. Students use, for example, text types such as arguments, reports or explanations to synthesise relevant information about health issues. They use procedural texts to describe and explain games, dance or sports and use speech to interact collaboratively and to build and sustain teamwork.

Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is
evident in health and physical education when, for example, students use numbering, patterning and ordering in physical activities and when they show understanding of the relationship between time, space and distance to analyse physical achievement. It is also evident when students compare specific measuring techniques and tools for different purposes and analyse data and statistics in relation to health issues.

Learners develop and use operational skills in **information and communication technologies** to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in health and physical education when students use software for recording and analysing physical achievement, researching and designing web-based resources and communicating in a virtual environment.
Strand: physical activity and participation

Physical activity and participation develops movement skills through active involvement in play, games, sport, dance, gymnastics, aquatics and outdoor activities in a variety of contexts, alone, with others and in teams. KC4 Students learn about the importance of regular activity to their physical, social, emotional and spiritual health. They learn about fitness and develop strategies to achieve good health. Students are encouraged to critically reflect on their own and varying community attitudes and beliefs towards physical activity and to acknowledge the wide diversity of abilities and preferences. KC1

Students in the Primary Years steadily grow in height and weight and progress towards greater development and refinement of the sensory and motor systems. Changes in their body build are slight during these years, with some lengthening and filling out prior to the pubertal growth spurt. Although these years are characterised by gradual physical development, most students consolidate their learning and function at increasingly complex levels of performance in play, games and sports. This period of slow growth gives the student time to get used to their body, and is an important factor in the typically dramatic improvement seen in coordination and motor control. Differences between the growth patterns of boys and girls are minimal at this time. Id

Students have the potential to utilise with increasing frequency the fundamental movement abilities that were acquired during the Early Years of schooling. This period is marked by the emergence of a range of skills that in essence are advanced versions of basic skills, and these develop according to the interests and opportunities provided to the student. It is crucial that students are offered opportunities to develop these skills within various contexts such as games, sports, play, dance and gymnastics, both in schools and communities. Id

During this period students need, and have increasing capabilities, to experience vigorous physical activities to improve their aerobic capacity, muscular strength, muscular endurance and body composition. They also need to extend their range of movement and gradually improve their flexibility. These will assist to develop health-related fitness required for their bodies’ healthy growth and make the most of the improving movement abilities that contribute to achieving optimum health and a positive self-concept.

Involvement in a health-related fitness program in the Primary Years continues to promote students’ natural vitality and healthy growth, and encourages them to begin to accept responsibility for their own fitness and health.

Following are the Key Ideas that comprise the physical activity and participation strand.
Students individually, in groups or teams enhance their self-awareness through developing, refining and expanding their movement abilities and strategies within an appropriate context of physical activities. Id • In • KC4

This includes such learning as:

- refining the basic movement abilities (stability, locomotion, manipulation) to the point where they are as efficient (eg throwing over arm, body rolling, kicking, hitting, catching, jumping rope, bouncing balls, landing, dodging, weaving) and can be utilised in a wide range of games, modified sports and physical activities Id
- achieving body control by exploring different shapes and movements within different contexts and on different surfaces. Students create and plan movement sequences that show variations in speed, direction, rhythm and continuity Id • KC3
- understanding how to invent and play games, and designing sequences of skills appropriate to their capacities and dispositions that increase their awareness of space and their ability to perform movement with objects in a range of dynamic situations (eg wheelchair basketball, new yard games) Id • KC6 • KC3
- developing survival techniques of sculling, treading water and floating, and swimming extended distances on their front, back or side, while showing proficiency of arm action, kicking and breathing patterns. Students are introduced to land-based water rescue techniques In • KC4
- sharing equipment and working cooperatively with others in pairs or small groups or teams to make the transition from basic movement abilities to the specialised movement skills associated with sports, dance, gymnastics, aquatics, recreational pursuits and challenging outdoor activities In • KC4
- developing techniques to record and analyse data concerning growth and skill development (eg databases, video recordings) in order to reflect on future wellbeing T • F • KC1 • KC2 • KC5
- practising teamwork and cooperative play. Students recognise the need for rules, umpires and leaders and accept progressively greater amounts of responsibility, which promotes self-reliance and management of resources, and caters for people with a wide range of capabilities In • KC4
- engaging in safe practices when performing in physical activities, including correctly using equipment (eg hockey sticks), moving on and off equipment and developing personal judgment in assessing the safety of situations (eg in, on and around water) KC7
- developing self-awareness and a strong sense of self-worth through creating and planning movement sequences, performing for others and responding to feedback, while at other times providing a critical audience, individually, in pairs, or in small or large groups. KC2 • KC3 • KC6

This occurs through opportunities that include performing, creating and observing, with respect, dances of diverse cultures. Id • C
At Standard 1, towards the end of Year 2, the child:

1.1

Demonstrates self-awareness and confidence in coordination and control of movement skills for widening involvement in physical activities in different settings.

Examples of evidence include that the child:
- confidently demonstrates movement skills (e.g., moving into position and keeping their eyes on the ball to catch or stop it) in a range of activities (e.g., dance, play, gym and games) Id • C
- applies known skills and learns new skills in a variety of activities (e.g., dancing, swimming, yard games, sports)
- plays easily with others, joins in well as a member of a team, works collaboratively in a range of activities (e.g., dancing, yard games, modified sport, in the swimming pool), and is respectful of those with different abilities KC2 • Id
- demonstrates and describes playing and working safely, showing awareness of appropriate equipment, rules and consideration for themselves and others. Id • C • KC2

At Standard 2, towards the end of Year 4, the student:

2.1

Confidently performs and repeats movement sequences with control, balance and coordination that in turn enhance their ability to plan for and participate in a wide range of physical activities. Id • In • KC3

Examples of evidence include that the student:
- performs refined movements using both sides of the body equally with maximum possible control in a range of activities (e.g., modified sports, dancing, swimming)
- works collaboratively to create and plan movement sequences, and contribute successfully in teams In • KC3 • KC4 • KC6
- develops a sense of reliability and responsibility while participating in activities (e.g., accepting the umpires’ decisions, packing up equipment) In
- uses and extends their skill repertoire in a range of school and community contexts that enhances their self-awareness (e.g., gymnastics or dance displays, wheelchair dancing, promotional video, websites, electronic slide shows). Id

At Standard 3, towards the end of Year 6, the student:

3.1

Demonstrates a range of specialised individual and team movement skills that enhance their sense of personal and group identity. Id • In • KC2 • KC4

Examples of evidence include that the student:
- demonstrates correctly the skills of a wide range of movement activities (e.g., serving in tennis, wheelchair volleyball, polka step) Id • KC2
- applies specific skills in games/performances/modified sport (e.g., gymnastics, netball)
- works collaboratively to be an effective member of (single sex and both sexes) teams and/or groups Id • KC4
- displays responsibility in acting safely whether as a member of a team, umpiring or in a coaching role Id • KC4
- analysing movement patterns utilising available technology.
Strand: physical activity and participation

Students gain an understanding of the importance of regular and planned participation in vigorous physical activity to their own and others’ long-term health, at school and in community contexts. \( \text{F} \cdot \text{Id} \cdot \text{T} \cdot \text{KC3} \)

This includes such learning as:

- planning and regularly participating in a range of moderate and vigorous activities to promote their own and others’ health-related fitness, enjoyment and wellbeing \( \text{F} \cdot \text{KC3} \)
- understanding the relationships between specific activities that promote strength, aerobic endurance, relaxation, flexibility and muscular endurance \( \text{T} \)
- analysing the balance between food and physical activity in controlling body composition, through choosing and using appropriate statistical information \( \text{T} \cdot \text{KC1} \cdot \text{KC5} \)
- examining the links between healthy living and moderate and regular physical activities (eg climbing, digging, walking), and the effect of these activities on their health-related fitness and quality of life \( \text{Id} \cdot \text{KC1} \)
- describing and reporting on the interrelationship of factors that influence physical fitness and involvement in physical activity, including diet, workplace conditions, technology, environments, substance use and sleep \( \text{In} \cdot \text{KC1} \)
- identifying the range of activities people do to keep fit and analysing the reasons for differences in preference \( \text{Id} \cdot \text{KC1} \)
- reflecting critically on their experiences and those of others to identify factors that lead to positive or negative feelings towards physical activity (eg media, electronic information, role models and cultural stereotypes) \( \text{T} \cdot \text{Id} \cdot \text{KC1} \cdot \text{KC7} \)
- understanding the extent and role of the health and fitness industry within the community, the variety of work opportunities, and the range of education and training opportunities that exist in the field \( \text{In} \)
- developing an appreciation that, for a variety of reasons, some people’s participation in regular physical activity will vary for physical, psychological, vocational or cultural reasons. \( \text{In} \)
1.2

Achieves or seeks to achieve health-related fitness through exploring a range of developmentally appropriate physical activities, which contributes to greater self-awareness. Id • T • KC1

Examples of evidence include that the child:

- plans and participates in a range of fitness activities and demonstrates improvement in components of health-related fitness (eg running for longer time, is stronger) Id • KC2 • KC3
- communicates personal stories to others about what fitness means to them and the importance achieving it has on their health and wellbeing (eg collects pictures or animations or writes about what it is to be fit and healthy) C • KC2
- appraises and communicates the diversity of ways people can experience fitness and how they and others feel about the physical activities they experience (eg collects and explains pictures and data about people getting fit) T • C • KC1 • KC2
- demonstrates numeracy and literacy skills in describing and understanding the equipment used and the activities they do (eg the distance covered, time taken, comparison of size of walking/running step), the effects the activities have on them (eg breathing faster, getting flushed) and the places where they can safely play (eg parks, school grounds) T • C • KC1 • KC2 • KC5 • KC7
- develops and maintains records of own performance and fitness (eg time taken to run 200 m) and critically reflects on own progress. Id • T • C • KC1 • KC5

At Standard 1, towards the end of Year 2, the child:

2.2

Articulates on the basis of personal participation, understandings about fitness through experience of the feelings and effects of different types of exercise on the body. F • Id • T • KC2

Examples of evidence include that the student:

- communicates understandings about the effects of exercise on the body (eg rapid breathing, sweating) through graphing, spreadsheets T • C • KC2
- expresses satisfaction in achieving fitness through participation in a range of activities of different intensity levels (eg jogging, walking, exercises, dancing or sports) Id • C
- communicates understandings about how fitness is achieved and explains the importance it plays in their life and the life of others (eg diets, making time to exercise, getting enough sleep) T • C • KC2
- identifies ongoing influences that impact on leading a healthy, active life (eg sport stars on television, their parents’ lifestyles and resources, new technologies) In • C • Id • KC1
- demonstrates awareness, and uses, of the range of facilities, equipment, technologies and people in their communities which assist them to be active and healthy (eg fitness centres, walking trails). In • KC7

At Standard 2, towards the end of Year 4, the student:

3.2

Develops, through participation in health-related fitness activities, an understanding of those activities’ appropriateness and effectiveness. Id

Examples of evidence include that the student:

- appraises their own fitness and physical activity level (eg AFEA) Id • KC1
- identifies, assesses risks and undertakes appropriate exercises to develop health-related fitness for their chosen activity in a planned way T • KC1 • KC3
- appraises social, cultural, gender and historical factors which may influence participation in physical activities (eg cost) T • KC1
- generates alternative practices and venues designed to facilitate access for all possible participants. In • KC6

At Standard 3, towards the end of Year 6, the student:
Strand: personal and social development

Personal and social development focuses on children’s increasing skills and knowledge, and changing attitudes and values, which assist the understanding of ‘self’ and ‘self and others’ as they each grow and develop, build a positive self-concept and establish relationships with others across diverse groups in the world around them. An integral dimension of this strand is generating an understanding of the nature and importance of individual, group, team and community identity and the ability to work cooperatively. In • Id • KC4

Students also learn about the physical, spiritual, social and emotional changes that occur over the life span, while developing skills and knowledge that will enhance their growth and that of others.

As their social worlds expand, students develop skills necessary to establish and maintain positive relationships. Understanding, skills and values are developed in relation to exploring friendships in a variety of contexts such as work and recreational environments.

Students in the Primary Years continue to form their own notions about who they are and who they are becoming. In these years the concept of self revolves around personal characteristics and personal effort. It is therefore of great significance to the student who they are and what they can do. Increasingly during this period the concept of self in the student shifts to a focus of social acceptance and social relations. Thus the relationship to the group and people in the group becomes very important. Id • In

The development of the student’s self-identity does not occur in a vacuum, but rather in specific social contexts involving a variety of interactions and influences. At this stage peers, family, teachers, other significant people in the community, chatrooms and Internet e-mail are an increasingly fundamental part of this context. Friendships become increasingly important and exert a major and growing influence on social and personal development. In • Id • KC7

The peer group continues to influence students’ attitudes, values and behaviours. They begin to understand the importance of rules and are increasingly able to deal with success, failure and challenge. Students work cooperatively in groups and in teams and are increasingly motivated by their desire to collaborate and belong. In • Id • KC4

In the Primary Years students are quickly coming to an understanding of gender, in relation to themselves and others, as a social construction in a context of cultural diversity. They become more consciously socially aware and, through experience, practise responses in a range of situations to develop their ability to read and understand others and their own emotions.

Following are the Key Ideas that comprise the personal and social development strand.
Strand: personal and social development

Students increasingly understand, analyse and communicate the influence of factors such as culture, location, gender, ability, emergent technologies and family on their identity. Id • In • KC1 • KC2 • KC7

This includes such learning as:

- focusing on the concept of ‘self’ and asking: ‘Who am I?’ ‘What makes me unique?’ ‘Who are we and how do we see each other?’ These questions are explored in structured classroom discussions and within virtual worlds Id • C
- identifying and analysing how emotions, thoughts and feelings combine to affect their own and others’ sense of self-worth, the quality of relationships and interpersonal communication In • C • KC1
- considering what they like about themselves, and the ways in which other people demonstrate how they value them Id
- identifying and communicating about the various situations in which they feel emotions, including being embarrassed, elated or nervous C • KC1 • KC2
- interpreting and communicating other people’s expressions of feelings towards them and their expression of feelings towards others C • In • KC1 • KC2
- examining the influence of stereotypes on attitudes, activities and personal choices and considering alternative and preferred forms of representation, including virtual, to change interpretations. C • In • F • KC1
1.3 Demonstrates a sense of self-worth and respect for others in social and working contexts and describes similarities and differences between themselves and others. Id • In • C • KC4

Examples of evidence include that the child:
- discusses family roles and shares stories/discussions about family, relationships and occupations in a respectful manner Id • KC2
- identifies the information required to socially locate themselves and members of their family (e.g., their work roles, given names and age, address and phone numbers) Id • KC1
- confidently provides a personal portrait of defining characteristics (e.g., size, hair, skin, shape, gender, religion, culture, competence, attributes and skills) Id • KC2
- identifies and describes the significant adults in their lives and their relationship to them. Id • KC1 • KC2

2.3 Establishes a sense of self-worth in a variety of contexts within the school, and communicates personal feelings in different situations. Id • In • C • KC2

Examples of evidence include that the student:
- describes themselves in terms of their abilities, the friends they have and the groups to which they belong C • KC2
- describes what they like/dislike about themselves and what they can improve, and how they feel when those attributes are acknowledged Id • KC1 • KC2
- explains what they like or dislike about various situations (e.g., beginning a new class, meeting someone new, dealing with a disagreement, meeting someone new online) C • KC2
- critically analyses the influences on their sense of worth (e.g., being accepted by peers, their body image). Id • KC1

3.3 Explains how different ways of describing people influences the way people value and treat themselves and others. Id • In • T • KC2

Examples of evidence include that the student:
- appraises stereotyping and gives examples beyond stereotyping In • T • KC1
- discusses and reports on how stereotypes affect the way people relate to each other, including stereotypical reactions to body types, abilities and socio-economic status Id • In • C • KC2
- explains how treatment based on a stereotype impacts on a person's individuality and social relations Id • KC2
- describes how important it is to be sensitive about how they describe and treat others because it influences the way they feel and how others relate to them. C • KC2
Students increase their understanding, through collecting and analysing information, that human development involves a continuous process of change, while appreciating similarities and differences between people. **F • KC1**

This includes such learning as:

- comparing and analysing the stages of human development across the life span, and discussing the stages they have finished, are experiencing and will enter. Students develop confidence and resilience through understanding that human development is a continuous predictable process although there are differences in rates of growth and ageing **F • KC1**

- identifying the changes they are experiencing as they grow, and analysing influences and impacts from the media and electronic sources, peers and cultural groups on their identity (eg body image, relationships, emotions, values and attitudes) **T • KC1**

- acknowledging inherited characteristics and exploring and analysing cultural influences on growth and development (eg diet, physical activity, rest, safety, friendships, capabilities, medical conditions, cultural beliefs and other health practices) **In • KC1**

- understanding the functioning of their body and its biological systems, including the reproductive system and the different ways sexual development influences personal and group identity. **Id • F**
At Standard 1, towards the end of Year 2, the child:

1.4

Recognises diversity in growth patterns, can name body parts, and raises questions about new responsibilities and achievements that occur as they change and grow. F • Id • KC1

Examples of evidence include that the child:
- describes characteristics of people they know who are at different stages of the life span Id • KC2
- examines different parts of the body to see how they are changing (e.g., the teeth, hands) Id • KC1
- describes how capabilities change over time F • KC2
- anticipates changing social responsibilities as they grow F • KC8
- investigates the diversity of people in the community and recognises that they have different growth patterns. Id • KC1

At Standard 2, towards the end of Year 4, the student:

2.4

Describes different stages of the life span and the predictable sequences of growth. F • Id • KC2

Examples of evidence include that the student:
- describes and analyses the stages they have been through, the stage they are in now and what stage they will enter in the near future F • C • KC1 • KC2
- explains the stages of the life span of other members of their family and what is different about each T • KC2
- investigates and analyses how the different parts of the body function and change as components of an organic system F • KC1
- explains how boys and girls are similar and different as they grow and change and are located in different and changing cultural contexts. Id • F • KC2

At Standard 3, towards the end of Year 6, the student:

3.4

Identifies physical, social and emotional changes associated with their growth and development, and appreciates differences between people of the same age. Id • In • KC1

Examples of evidence include that the student:
- identifies and describes the effect of key factors that influence development throughout puberty Id • KC1 • KC2
- explains and represents human growth and development. They appreciate that it follows a consistent pattern of change, and that within that pattern individuals are unique Id • KC2
- describes aspects of growth and development (e.g., abilities, heredity, cultural history) that are beyond an individual’s control In • KC2
- explains that lifestyle choices such as diet and exercise can significantly alter how an individual grows and develops (e.g., ways to avoid future onset of diabetes). In • KC2
Students enhance their understandings of relationships and group dynamics through developing knowledge and skills in collaborating with others and working in teams.

Key Idea

This includes such learning as:

- recognising the importance of a sense of belonging and of being positively regarded. They consider the influence of peers and family on their self-image and behaviour, while drawing upon their own experiences and examples from the media and electronic sources to critically analyse and reflect on how stereotyped descriptions of people can influence attitudes about self and others

- identifying and developing skills for interacting positively and harmoniously with others through inclusive strategies and practices, and analysing their use of information and communication technologies (eg e-mail, telephones) in maintaining relationships

- developing the ability to use language effectively to express and make sense of their feelings, while identifying acceptable ways to deal with anger and frustration. Students continue to develop strategies for active listening and gaining the confidence of others, while exploring ways they can provide feedback and reframe negatives into positives

- identifying the different types of relationships and friendships they have, what ‘equality’, ‘inequality’ and the concept of power mean in relationships, and ways to develop mutual respect between themselves and other people

- examining assumptions and expectations about relationships between males and females, females and females, and males and males and how different cultures view these relationships as dynamic and evolving

- reading, listening to, viewing and creating stories about relationships, while critically reflecting on different kinds of relationships

- considering feelings within a friendship; identifying and exhibiting qualities such as trust, honesty and understanding their contribution to positive relationships; and working effectively as a member of a team

- working cooperatively with others in a range of activities and identifying the contribution of individuals to the group’s or team’s work. Students experience being cooperative members of groups or teams and taking different roles and responsibilities, while encouraging and supporting others.
At Standard 1, towards the end of Year 2, the child:

1.5

Develops a range of capacities in social and working contexts by demonstrating skills of developing and maintaining effective relationships. Id • In • C

Examples of evidence include that the child:
- demonstrates skills of listening and sharing information in their relationships with others and working in teams
  Id • C • KC2 • KC4
- communicates about the various relationships they have with members of their family and friends
  C • KC2
- describes the different ways that they show friendship, love and respect for others (eg writing about what they think produces a positive relationship)
  C • KC2
- analyses the different ways that they and others behave in various situations at home, school, work and community.
  In • KC1

At Standard 2, towards the end of Year 4, the student:

2.5

Understands different relationships and, through a variety of experiences, develops cooperative work and social skills. Id • In • C • KC1

Examples of evidence include that the student:
- demonstrates skills of active listening and reasoning with others
  In • C
- adopts skills to include others in group and team activities
  C • KC4
- demonstrates and describes the different roles and responsibilities required to be a member of a group or team working towards a shared goal
  In • KC4
- discusses the importance of being positively regarded by a group
  Id • KC2
- identifies and analyses the diverse relationships they have in the community and the influence of power on the nature and quality of the relationships (eg relating to parents or significant other people in their life, including a coach/mentor).
  In • C • KC1

At Standard 3, towards the end of Year 6, the student:

3.5

Assumes different roles when working as part of a cooperative group or team to achieve a shared goal and understands the effects on relationships. Id • In • KC4

Examples of evidence include that the student:
- demonstrates that they can work cooperatively in groups or in teams in the classroom and other settings (eg outdoor education)
  In • KC4
- identifies and applies important group and team skills (eg being aware of others, listening, communicating, contributing ideas, keeping on task, avoiding treating others in a negative manner)
  In • C • KC4
- analyses the relationships they have with individuals and groups in the community (eg best friend), including through chatrooms, video conferencing and intranet usage
  Id • C • KC1
- identifies, through discussions and simulated situations, the qualities needed to be a leader.
  Id • KC1 • KC2
Strand: health of individuals and communities

This strand aims to encourage students to consider what it means to be healthy. They realise that good health is important for all people; that there are many influences on the health of individuals, families and communities; and that the health of individuals is interdependent with local and global communities. Students critically reflect on community health practices and standards, and look at ways to take action to shape these communities. KC1 A vital component of this strand is the development of knowledge, skills and values in relation to safe behaviours. Links between this and other components of the Learning Area are extensive as students consider safe practices in relation to matters such as substance use, preparing food, participating in physical activity, and working with others or in teams. In • T • Id • KC4

Food is investigated in this strand as being vital to human functioning. Students learn about the need for particular foods for healthy growth and energy. They investigate the importance of food in meeting emotional and social needs, while developing an appreciation of the use and sources of food across a variety of cultures. KC1 Knowledge and skills are developed that relate to many aspects of food, such as analysing and evaluating food intake, acting on nutrition-related issues, and preparing food. KC1

In the Primary Years the multi-dimensional nature of health emerges as a key understanding for students. They develop critical awareness of influences from outside their families that impact on their health. Such influences include peers, relationships, new technologies, physical activity, emotions, media and food. Id • In • KC1

Students become more aware of how their health and safety is supported and promoted in communities, schools and homes. They become aware of, and may experience, services, products and programs of a range of people around them who work in health promotion. They experience influences that may be harmful and detrimental to their health, and learn protective behaviours to be safe. Id • In

Students develop strategies to respond to health-threatening situations, including snake and spider bite, being lost, being abused, dehydration, fire and burns, road accidents and ingestion of harmful substances. They begin to make informed decisions about other influences that could threaten their health, such as tobacco, alcohol and other substances. Id • In

Their unfolding physical capabilities enable students to perform skills in an increasing variety of contexts with associated safety limits. This creates a tension between the challenge of the activity and its inherent risks. Through experience and developing understandings about safety, the students enter a widening world of physical pursuits. Id

In these years the emphasis continues to be on students taking responsibility for their own health. Taking responsibility involves health-promoting strategies that address appropriate nutrition, daily hygiene, getting adequate sleep and regular exercise. Dietary deficiencies, injuries and illnesses provide major impediments to the growing student’s health and safety. Id • F

Following are the Key Ideas that comprise the health of individuals and communities strand.
Strand: health of individuals and communities

Students accept increasing responsibility for their future wellbeing and analyse factors that support or present risks to their health and that of their families, friends and communities. F • In • KC1

This includes such learning as:

- understanding different notions of what it means to be healthy and how this involves balancing physical, emotional, mental, spiritual and social aspects of living. Students explore their own and others’ views about health and consider what health might mean for different groups of people, including older people, babies and those with disabilities or medical conditions. They analyse common images of healthy people to decide if these images are realistic In • KC1

- assessing how to develop personal health and fitness goals and to plan strategies for achieving health-promoting environments. Students develop and transfer practices that aim to increase cooperation with, and awareness of, others in different community contexts, and explore the values implicit in different codes of behaviour F • In • KC3 • KC6

- analysing the implications of using different substances (e.g., caffeine, tobacco, alcohol, medications), and their effects on physical, social and emotional wellbeing within different social groups. KC1 Students consider situations when substances may be used and develop strategies to minimise risks F • KC6

- examining the holistic approach to health in traditional Aboriginal and Torres Strait Island peoples’ life, addressing spiritual, environmental, psychological and physical wellbeing In • KC1

- recognising how local communities contribute to the health of their members, and how natural and social environments influence health. Students gather information on local community health concerns and consider sustainable practices for the health of future populations. They become aware of the world of work and options available to them in the health, recreation and sport industries In • F • KC6

- critically analysing advertisements for products and services related to their health (e.g., for reliability and ethics of any claims made). Students compare advertising and other media forms that can send both positive and negative messages in relation to health for different social groups C • T • KC1

- appreciating the importance of excursions into natural environments for the health of individuals and communities. Students study the roles of people who are employed to protect natural environments such as parks and beaches, and the nature of that work. They examine their own roles and responsibilities in caring for the natural environments they visit. In
At Standard 1, towards the end of Year 2, the child:

1.6 Describes what it means to be healthy and the role of others in the community in supporting the health of its members. In • F • KC1

Examples of evidence include that the child:
- describes what it means to be healthy, including work, social, emotional, physical and spiritual dimensions
- compares and contrasts feelings when healthy with feelings when ill
- appraises the ways families and communities work together in supporting an individual’s health
- demonstrates self-awareness about actions they can take to enhance their own health.

At Standard 2, towards the end of Year 4, the student:

2.6 Explains ways in which communities support their own and others’ health. F • In • KC2

Examples of evidence include that the student:
- demonstrates an understanding about what being healthy means to individuals in various groups in different communities (eg babies, the elderly, ethnic groups, Aboriginals and Torres Strait Islanders)
- identifies online and offline community health services and health officers, and investigates what they do to promote healthy living
- explains the value of natural environments to self and communities by regularly visiting them, and considers how they can contribute to the sustainability of these environments
- participates in activities that are promoted by the school and community for their health and explores opportunities to contribute to improving school health (eg encouraging exercise, Sunsmart policy, procedures to deal with conflict).

At Standard 3, towards the end of Year 6, the student:

3.6 Analyses a variety of community health issues that affect them and investigates community programs to address them. In • T • KC1 • KQ5

Examples of evidence include that the student:
- identifies images that are targeted at adolescents (eg models and fashion, alcoholic drinks, junk food, sporting products) and analyses how such images may influence their health
- considers ways to counter detrimental influences of advertising (eg websites) and stereotypes, and proposes alternatives
- identifies community services that support adolescents to develop positive self-esteem (eg youth clubs). In • KC1
Strand: health of individuals and communities

**Students identify potential hazards or threats to their health and safety and devise plans for acting to protect themselves and their communities.** **F • Id • In • KC3**

This includes such learning as:

- identifying and analysing situations where they feel safe or unsafe; becoming aware of how their bodies react; and considering actions they can take, that do not endanger themselves or others, if confronted with different types of harassment, abuse or peer pressure **Id • KC1**
- understanding the need for, and how to develop, contingency plans for situations in which they feel under pressure to engage in unsafe behaviour (eg smoking, drinking alcohol or other substance use) **T • Id**
- identifying potential hazards in homes, schools or communities, and devising and implementing action plans for emergencies that may arise **F • T • KC1 • KC3 • KC6**
- developing and evaluating appropriate strategies and skills that may reduce or prevent accidents, and consulting with local safety, emergency or health officers **T • KC1 • KC6**
- developing and practising strategies to respond to and challenge health-threatening and abusive situations in a variety of contexts, including pool or beach emergencies, fire and burns, verbal or physical abuse, domestic violence or sexual harassment. **F • C • KC6**

**Students read and interpret information about food selection in relation to sound dietary practice. They analyse their own meals, consider factors that influence food choice and develop skills to prepare a variety of foods which are physiologically and environmentally healthy.** **Id • T • C • KC1**

This includes such learning as:

- using a variety of sources of information, including electronic forms, to explain how the amount and balance of food groups influence growth, energy and health. They use food group selection models to justify changes they make to their own diets **Id • C • KC1 • KC5 • KC7**
- following recipes and preparing a range of foods **KC5**
- researching and sharing information (through interactive multimedia) about healthy diets to assist in the planning and preparation of meals using a range of foods and implements, including those from diverse cultures **C • KC2 • KC3 • KC7**
- exploring the roles and responsibilities of people supplying and preparing food and considering the responsibilities they have to communities and to natural environments **T • KC1**
- exploring occupations in the food industry (eg chef, market gardener, farmer, packaging and processing worker, nutritionist) and links to further education and training. **In • KC1**
1.7

At Standard 1, towards the end of Year 2, the child:

Understands and can demonstrate behaviours and strategies that promote their health and safety and that of others. In • T • KC6

Examples of evidence include that the child:
- communicates descriptions of early warning signs of how their bodies react when they feel frightened, lost, unsafe, upset, bullied or nervous (eg butterflies in the stomach or sweaty palms) C • KC1
- identifies the signs and places in their community that help to keep them and others safe C • KC1
- communicates types of behaviour which make them feel safe compared to those which make them feel unsafe C • KC2
- identifies and knows a range of people to talk to in order to feel safe. In • KC1

2.7

At Standard 2, towards the end of Year 4, the student:

Plans and practises strategies to maintain safety in the home, school and community. F • Id • In • T • KC3

Examples of evidence include that the student:
- identifies when they feel safe and unsafe Id • KC1
- recognises and can describe potential unsafe circumstances at home and school C • KC1 • KC2
- explores options for responding to a variety of unsafe situations F • T • KC6
- identifies and adopts behaviours that enhance their safety T • Id
- plans actions and responds to simulations of situations where they feel unsafe (eg harassment, fire) and provides alternative scenarios. F • KC3 • KC6

1.8

At Standard 3, towards the end of Year 6, the student:

Communicates understanding about foods they can eat to enhance their health and practises good hygiene when handling food. In • T • C • KC2

Examples of evidence include that the child:
- communicates descriptions of the range of foods they can choose to ensure a healthy diet C • KC2
- analyses and discusses the foods they like to eat and whether they are healthy T • KC1 • KC2
- practises skills for handling food safely for themselves and others T • KC1
- compares and contrasts the origins of their food preferences with those of others. T • KC1

2.8

Evaluates and reports about their diet and considers influences on their choice of foods for an active and healthy life. T • C • KC1 • KC2

Examples of evidence include that the student:
- assesses information about effects that different foods have on the body T • KC1
- analyses the food they can eat and the sources of that food, and suggests changes to improve their diet T • KC1
- investigates the effects of the media, advertising and electronic sources of information on their selection of foods C • KC1
- identifies who and what influences the food they eat C • KC1
- extends skills of preparing a variety of foods for themselves. Id • C

3.8

Researches and shares findings about issues related to why individuals and groups have different eating patterns. T • C • KC1 • KC2

Examples of evidence include that the student:
- investigates laws, taboos and customs related to food and eating patterns in various cultures, including changes over time and place In • T • KC1
- identifies the effect on food selection of personal circumstances (eg income, access, skills) In • C • KC1
- explores different foods eaten by a variety of groups within society, including the practices and rationales of cultural groups, religious groups, vegans, vegetarians and animal rights groups In • C • KC1
- demonstrates different ways food can be prepared for different occasions and for low expenditure. C • KC2
Languages

Introduction

Language is the human capability that enables us to communicate, learn, think, form judgments and develop values. Learning a language is learning the shared meanings of a group. It is an essential means for participating in the cultural life of a community. A distinctive feature of languages as an area of study in the school setting is that it is simultaneously an area of learning in its own right and a medium, or an additional code, through which to learn new concepts and ideas.

Through the study of languages, learners gain knowledge, skills and dispositions that enable them to communicate, and to make comparisons across languages and cultures. In so doing they extend their understanding of themselves and their own language, widen their network of interactions, and strengthen their literacy and numeracy skills. This enables them to contribute positively and productively as citizens in the linguistically and culturally diverse nation in which they live, and also as global citizens.

Learning and using a language involves valuing meaning, coherence, choice and appropriateness. It also involves the ethical concern of respecting the power of language and its responsible use. Learners develop a favourable disposition towards seeking the best articulation or expression of thought and feeling, engaging in genuine exchange of meaning, and expanding their personal communicative capability.

Learning and using a language, be it the maintenance and development of one’s first language, the learning of an additional language, or the revival of an endangered language, fosters the development of children and students as communicators. They acquire communicative ability in the target language, cultural understanding and a heightened awareness of diverse ways of thinking and valuing.

The goals of learning a language include:

- Communication in the target language: Through using the target language for a range of purposes and in a range of cultural contexts, learners develop communication skills that enable them to interpret and express thought, feeling and experience through a variety of spoken and written texts; to expand their interpersonal relations; and to have direct access to the world of knowledge, ideas and values in the target language.

- Understanding language as a system: Learners reflect upon language in use and the uses of language, and generate an awareness of the nature of the target language, and of their first language by comparison. They develop an understanding of how language works as a
system, and ultimately recognise the power of language for people as individuals and as members of society.

- Understanding culture: Learners develop an understanding of the interrelationship of language and culture, and extend their capability to move across cultures, engaging with diversity.
- General knowledge: Learners extend their knowledge of, and make connections across, a range of ideas related to their interests, to issues in their world, and to concepts drawn from the range of Learning Areas.

The languages Learning Area aims to develop in all students:

- their communicative potential in the target language
- an understanding of languages and how they work as systems, which contributes to their literacy development
- an understanding of cultures and identities, which contribute to a better understanding of themselves and others
- enhanced social and cognitive capabilities
- expanded general knowledge
- enhanced opportunities to participate meaningfully in voluntary, community paid/unpaid work and further education and training
- capacities to apply learning in languages to other Learning Areas, to life in the wider community, and in accessing further education and training.

The benefits of learning languages and cultures extend beyond the individual to the development of a significant resource for communities, with the potential to contribute at both a local and an international level.

**Place of English in learning languages**

In this framework the central place is accorded to the target language as the medium for communicating and learning. In interpreting and producing texts in the context of developing communication, learners explore concepts related to language and culture as universals. In order to do so in depth, teachers and learners may engage in some research, analysis and discussion in English, particularly in the early stages of language learning. Underlying such analysis is always the goal of enhancing learners’ capabilities for using the target language in linguistically and culturally appropriate ways.

**The SACSA Framework and ESL students**

In supporting teaching and learning for ESL students and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
Frameworks for three groups of languages

In the SACSA Framework the elaboration of scope and standards is presented for three broad groupings of languages, as follows: alphabetic languages, non-alphabetic languages and Australian Indigenous languages. It is recognised that, within each grouping, there are differences across languages in relation to such aspects as the nature of the particular language and its place in the Australian context.

Learner Pathways

In recognition of 1) the different learning backgrounds that students bring to their learning of languages, and 2) the different entry points to language learning, separate Pathways have been developed in the SACSA Framework.

The Pathways are as follows:

**Pathway 1: Second language learners**—this refers to children and students with little or no prior knowledge of the target language at entry

**Pathway 2: Background learners**—this refers to children and students with some prior learning and use of the language at entry.

Within each Pathway there are two entry points as follows:

**Entry point A**—this refers to students who learn the language from Early to Senior Years Bands (R–12)

**Entry point B**—this refers to students who learn the language from Middle to Senior Years Bands (8–12).

The scope and standards of Pathway 1A or 2A are applicable to all learners through the Years R–7. From Year 8, the scope and standards of Pathway 1A or 2A will apply if students continue the same language. If students begin to study a different language, Pathway 1B or 2B will apply.

**Second language learners (Pathway 1A and Pathway 1B)**

The target group for the second language learner Pathway is primarily children and students with little or no prior knowledge of the target language at entry, either in the Early Years (Reception entry—Pathway 1A), or in the Middle Years (Year 8 entry—Pathway 1B). This may
include learners who identify with the target language and culture but who do not have linguistic background or capability in the target language. The second language learner Pathway aims to build upon learners’ knowledge of language, by drawing connections between their knowledge of English (and their first language) as they learn and develop skills in using the target language. Students may begin to learn a different language at Year 8 (Pathway 1B). Pathway 1B recognises their prior language learning experiences (Pathway 1A), and builds upon their understanding of how language and culture operate, and upon the skills for learning languages which are transferable across languages.

**Background learners (Pathway 2A and Pathway 2B)**

The target group for the background learner Pathway is primarily learners who are active and regular participants in the linguistic and cultural world of a community of speakers of the language. Their learning and use of the language in schools aims to ensure their continued useful, generative and creative involvement with the language, the culture and communities of speakers in Australia and overseas.

The background learner Pathway provides opportunities for children and students to maintain, develop and use what may be described as their ‘mother tongue’, ‘home language’, ‘first language’ or ‘native language’. These terms suggest the nature of the child’s or student’s prior knowledge when they begin their formal learning of the (modern) standard version of the language in a school setting, either in Early Years (Pathway 2A) or Middle Years (Pathway 2B). Pathway 2B recognises their prior language learning and use (in Pathway 2A), and builds upon their understanding of how language and culture operate, and upon the skills for learning languages which are transferable across languages.

It is not possible to describe explicitly the diverse range of learner ‘background’ prior to beginning Pathway 2 (A or B). Teachers, in conjunction with parents, caregivers and the learner, need to make a decision as to which Pathway is most appropriate.

Their prior language knowledge may have been established in a variety of ways:

- the language is the learner’s mother tongue—ie the language of the parent/s or caretaking person/s with whom the child or student identifies and exchanges meaning in their early years (pre-schooling)
- the language is the learner’s home language, the main medium of communication within the home setting
- the language is the child’s or student’s first language, the language first learned in a multilingual setting and influenced by interaction with caregivers and peers beyond the home setting, ie within the community of target language speakers
- the language may also be the learner’s dominant language in certain areas of life, ie within the community, or as a prior medium of education.

**Conceptualising a differentiated Pathway**

A differentiated Pathway for background learners has been built upon the following considerations:

In the communication strand the focus is on language as a medium for learning, developing and elaborating concepts from a range of Learning Areas, and for learning about language,
culture and identity. As students progress in their learning they explore perspectives, and express relationships between ideas and personal views, on social and community issues. They focus on interpreting a range of authentic texts, drawn from their community and the media, as a resource for connecting with their own language in real-life contexts.

In the understanding language strand there is an emphasis on expanding and refining learners’ knowledge and use of their linguistic resources, with the aim of developing a wider repertoire of linguistic resources both in their first language and in English.

They analyse language and reflect on the movement between their first language and English as an active reality and, where applicable, on the movement between dialect and the modern standard version of the language. They explore specialist vocabulary; complex structures; and diverse contexts, roles and relationships, in language use, thereby extending their register flexibility. They increasingly develop a conscious awareness of the way in which their linguistic choices influence communication, and ultimately understand the power of language.

In the understanding culture strand the focus is on abstracting and reflecting on issues of identity; the intercultural reality of life in the Australian community; and exploring world views and establishing links with communities locally and globally, in order to develop an awareness of, and the capability to, move across cultures.
Languages (alphabetic)
Pathway 1A
Second language learners R–12
Through the study of languages, students gain knowledge, skills and dispositions that enable them to communicate and to analyse the power that comes from communicating successfully.

KC1 • KC2 They learn language and strengthen their skills in the sociocultural and critical dimensions of literacy, numeracy and information and communication technologies. They learn about cultures and make comparisons across cultures, in understanding issues of identity and global interdependence.

In both language using and language learning the emphasis is on developing students’ capability to communicate effectively in the target language and on developing their understanding of language and culture, so that communication and language development take place in linguistically and culturally appropriate ways. KC2 In addition, as students develop the capability to move between languages and cultures and make comparisons, they extend their understanding of language and culture in general, thereby increasingly recognising the power of language.

This Learning Area is organised around three strands which reflect the nature of learning languages and cultures; they are as follows:

- communication
- understanding language
- understanding culture.

These three strands are interdependent and, taken holistically, form an integrated concept of both language using and language learning, as well as reflection. While all three strands are integrated in language use, at times a particular focus on one strand will be required for explicit teaching and learning purposes.

**Literacy, numeracy and information and communication technologies in languages**

Through languages, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in
different contexts. This learning is evident as students develop an understanding of the system of the target language and develop a specialised language to describe their learning. Learners make connections and comparisons across languages through text analysis, construction and reconstruction. Learners develop awareness of diverse ways of thinking and expressing ideas and information, including understanding how meaning is contextually determined.

Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in languages when students use and understand pattern, order and relationships within the target language. It is also evident when learners develop understandings of concepts such as time, number and space within different cultural practices.

Learners develop and use operational skills in **information and communication technologies** to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in languages when, for example, students use digital and electronic technologies to construct and deconstruct text, and access texts via the Internet.
Strand: communication—Pathway 1A

Through this strand students understand how communication works by developing the capability to communicate effectively, using various combinations of the skills of listening, reading, viewing and responding to texts, as well as speaking, viewing and writing in the target language. KC2 Aspects that are drawn together within this strand include the purpose, context, processes of language use, texts and general knowledge. The Key Ideas and Outcomes are presented through the skills of listening, speaking, reading and writing in ways that link the particular language and thinking processes. T • C

In the Primary Years students identify and understand that there are many ways to communicate, some of which are culturally specific. They understand that particular ways of thinking are valued differently in diverse cultures. They express personal experiences, ideas, aspirations and feelings to share past, present and future perspectives about their immediate environment, and life in other parts of the world. They make observations that enable them to understand how texts present ideas and information in diverse forms, and how meaning can be conveyed in diverse languages. C • In • T

Students engage with the target language in a structured environment that supports both language using and language learning. Their language use focuses on their own experiences, including their personal world, home and school, interests, aspirations and activities; and extends to the world of their community and society, the local environment, and the world of imagination. Students use the target language to learn concepts and ideas relating to colour, size, shape and number, and to other Learning Areas (eg health and lifestyles, cultures and society, and the natural world). Id • In

Students listen to, view and read texts that generally contain familiar language, in order to learn about the target language; their personal, social and educational environment; and about communities where the language is used. For reading, texts are factual or imaginative (eg narratives, short stories and descriptions of people, places and events), and include concept maps, visual cues and vocabulary lists to assist comprehension. Texts for listening include classroom interactions and short dialogues. Authentic texts are limited in scope, containing key words or phrases in familiar contexts (eg posters, e-mails, advertisements, labels, forms and greeting cards). Id • C

Communication in the target language involves students experimenting with language and exploring concepts drawn from other Learning Areas. T • KC1 • KC6 They participate in sharing, group and team work, as well as individual responses such as giving personal information and ideas. KC2 • KC4 Learning is supported by focusing on appropriate structures and ways of conveying meaning, and developing learning skills in accessing and analysing information (eg from dictionaries, multimedia, e-mail and CD-ROMs). KC1 They engage in structured oral interaction in familiar classroom, social and public settings, and begin to write their own texts independently. They communicate information about themselves, their personal and social environment, knowledge of the culture of communities where the language is used, and concepts from other Learning Areas. In • Id • KC2

Following are the Key Ideas that comprise the communication strand in Pathway 1A.


**Strand: communication—Pathway 1A**

**Listening**

Students listen to, and interact with, others to make meaning and learn about the target language. They research, collect, analyse and organise information, and share findings with others. T • C • KC1 • KC2

This includes such learning as:

- listening for understanding when others are speaking, including listening to identify the purpose, effect and context, and Key Ideas C • T
- listening for meaning, including sound discrimination, and identifying the meaning of words, sentences and short texts
- applying processes for deciphering meaning in texts and for identifying and classifying information, using visual supports and concept maps to assist comprehension T • KC1
- investigating ways of recording and displaying information (eg charts, graphs and electronic slide shows) C • KC2
- responding to questions and instructions in classroom activities C • KC2
- contributing to structured class discussions on aspects of language and culture in texts and the thinking related to these T • KC2
- engaging in conversations by responding to greetings and requests, and to the opinions and ideas of others, in verbal and non-verbal ways C • KC2
- responding to expressive language (eg rhyme or rhythms through movement and action). C • KC2

**Speaking**

Students engage in interactions in familiar settings to exchange meaning and to explore different purposes of communication. Id • C • KC2

This includes such learning as:

- using and reflecting on culturally appropriate speech and polite social behaviour in familiar contexts (eg greeting adults, expressing thanks, describing self) Id • KC2
- paying attention to sound articulation in connected speech in making meaning C
- experimenting with language and varying or substituting aspects of the content to express their own meaning C • KC2 • KC6
- using the language in performance (eg in storytelling, fables, song and dance), including the use of paralinguistic devices to enhance audience comprehension (eg gesture, facial expression) C • In • KC2
- working in teams to present structured role-plays or construct multimedia presentations, simulating real-life contexts C • KC4
- engaging in conversations online and offline and giving short presentations on personal topics, using rehearsed language. C • KC2
At Standard 1, towards the end of Year 2, the child:

1.1

Makes connections between words and phrases and their meanings in spoken texts. In • T • C

Examples of evidence include that the child:
- distinguishes the target language from English sounds (eg knows when the target language is being spoken) T • KC1
- responds verbally and non-verbally to classroom instructions C • KC2
- matches action to sound, in action games and songs T • KC1
- recognises words used to identify, name, number and describe objects T • C • In • KC1 • KC2 • KC5

1.2

Uses words and phrases to identify or name objects, in social interaction and action-related talk. C • KC1 • KC2

Examples of evidence include that the child:
- approximates target language sounds C
- repeats words associated with activities in songs and games C
- responds to questions to identify or describe features of an object (eg colour, size, number) C • KC2
- participates in classroom routines (eg making requests, agreeing/disagreeing) In • C

At Standard 2, towards the end of Year 4, the student:

2.1

Recognises meaning in phrases and sentences and responds in routine classroom activities and social exchanges. In • T • C • KC2

Examples of evidence include that the student:
- recognises the purpose of an utterance (eg distinguishes statements from questions) C • T
- distinguishes and repeats words and phrases with attention to pronunciation and intended meaning C • T
- identifies and classifies items of information (eg colour, size, number), stating true or false, and using counting T • KC1 • KC5
- responds through action and collaborative work with others and in teams (eg participating in dance, physical exercise, dramatisation, e-mail, class routines) C • KC2 • KC4

2.2

Responds to interactions and experiments with language to make meaning with others. Id • C

Examples of evidence include that the student:
- speaks with attention to pronunciation and intonation C • T
- responds to comments (eg with yes/no or single word) C • T
- responds to factual questions (eg what, who, how many) to name and describe objects C
- responds appropriately in known school routines (eg greeting and introducing others) C • Id
- uses rehearsed language in songs, digital presentations, stories and structured role-plays C
- makes factual statements through word substitutions. C

At Standard 3, towards the end of Year 6, the student:

3.1

Identifies factual information in texts to collaborate in activities and share meaning with others. In • T • C • KC1

Examples of evidence include that the student:
- distinguishes the purpose of a text (eg a statement, a request, a question) C • KC1
- identifies key information in texts C • In • KC1
- selects from options to match information (eg items to pictures, filling in gaps, labelling things) T
- responds to questions about self, home life and interests C • Id • KC2
- works in teams in response to instructions or requests. In • KC4

3.2

Builds relationships and expresses own ideas in social interactions. In • C • KC1 • KC4

Examples of evidence include that the student:
- formulates factual questions to access information and services (eg time, access, place, price, quantity, quality) In • C • KC8
- uses modelled sentence patterns to express a personal reason, opinion or feeling C • Id • KC2
- selects appropriate structures to elaborate meaning (eg using adjectives, time phrases) C
- responds appropriately in interactions with others (eg taking turns, acknowledging, agreeing). In • KC2 • KC4
**Strand: communication—Pathway 1A**

---

**Reading**

_Students view, read and interact with texts to interpret meaning in diverse contexts. They make connections between concepts across Learning Areas as they research, collect, analyse and organise information and share findings with others._ **T • C • KC1 • KC2**

This includes such learning as:

- recognising that reading involves identifying the purpose and context, and key information and ideas **C**
- understanding that language-in-text takes particular forms and follows particular conventions **T**
- recognising that reading for meaning goes beyond direct translation **C • T**
- interpreting visual information and using concept maps to identify and classify information **T • KC1**
- using a range of methods to record and display information (eg charts, graphs, databases, spreadsheets, animation, speech bubbles, captions) **C • T • KC2**
- participating in reading imaginative texts (eg following the storyline) and making predictions about the development of ideas **T**
- responding to questions to demonstrate awareness of aspects of language and culture in texts **T • C • KC2**
- using a range of CD-ROMs and electronic sources of information to learn about the language, and to access information in the language about the culture. **C • KC7**

---

**Writing**

_Students begin to write their own texts independently to communicate ideas and explore different forms of communication including the use of digital and electronic technologies._ **C • T • KC2**

This includes such learning as:

- recognising that effective written communication is influenced by purpose and context, and involves engaging the interest of the reader in, for example, letter writing and producing a poster **In • C**
- experimenting with language, and varying or substituting aspects of the content to express their own meaning **C • T**
- using a range of methods to support communication of ideas (eg illustrations and graphics) **C • KC2**
- using databases, word processing and desktop publishing (eg vocabulary lists, bilingual dictionaries, reference materials) for information storage and retrieval, and to create own texts **C • T • KC1 • KC6**
- corresponding with other learners through short informal letters **C • In • KC2**
- writing imaginatively in different contexts (eg a card, message, poster, map). **C • KC2**
At Standard 1, towards the end of Year 2, the child:

1.3

Makes connections between words and phrases and their meanings in written texts. In • T • C

Examples of evidence include that the child:
- recognises and names letters of the alphabet, syllables and words C • KC1
- makes meaning by locating familiar words in text C • KC1
- contributes to shared reading by anticipating the meaning of a caption in a picture story T • C • KC4 • KCB
- relates meanings in the target language to their known language. T • C • In • KC1

1.4

Shares meaning by selecting words and phrases to create a text. In • T • C • KC2

Examples of evidence include that the child:
- copies words or phrases, correctly forming the letters of the alphabet C • T
- selects appropriate words from text to label objects, and communicate own meanings In • C • KC2
- uses word processing and drawing programs to create word banks. KCB • KC7

At Standard 2, towards the end of Year 4, the student:

2.3

Identifies Key Ideas and anticipates meaning of new words and phrases in texts. T • C • KC1

Examples of evidence include that the student:
- uses knowledge of basic sound-symbol correspondences to work out how to read a word T
- recognises conventions of print (eg full stop, question mark, accents) C
- groups related words into categories or matches picture with caption (eg colours, animals, numbers, greetings, adjectives) T • C
- contributes to shared reading of imaginative and informative texts and identifies developments of ideas C • T • KC1
- predicts the meaning of new words in texts (eg story books).

2.4

Communicates by writing words and phrases to complete sentences or interactions using different formats. T • C • KC2

Examples of evidence include that the student:
- correctly forms letters and words when selecting words from charts or texts C
- communicates ideas and information through sequencing a set of words to make own meaning in a phrase or a sentence T • C • KC2
- describes items using colour, number, shape and size of items C • KC2 • KC5
- uses different formats to convey meaning (eg captions, speech bubbles) C • T
- writes an informal letter, e-mail or card using model texts, and electronically requests or responds to queries for information. C • KC2

At Standard 3, towards the end of Year 6, the student:

3.3

Organises and analyses specific information in texts. T • KC1

Examples of evidence include that the student:
- distinguishes the purpose of the text, and identifies features of the text type (eg a letter, a story) C
- identifies main ideas and sequences in texts C • KC3
- searches for information on CD-ROMs to complete a task (eg filling in gaps, matching items, matching captions to images) T • C • KC1
- makes decisions or plans based on information obtained. KC3

3.4

Writes texts to convey personal messages, information or ideas. Id • T • C • KC2

Examples of evidence include that the student:
- uses models to apply text conventions (eg title, heading, letter format) C • KC3
- orders words correctly in simple statements (eg actions, descriptions, using numbers, questions) C
- links ideas using connectives (eg and, but, also, because) C
- uses available resources to access new vocabulary and extend the message C • KC1
- uses appropriate interactive CD-ROMs and word processing software to construct texts and share information with others. KC2
Strand: understanding language—Pathway 1A

Through this strand students engage with a range of increasingly complex texts, with an explicit focus on the form which language takes. The emphasis in this strand is on developing students’ understanding of the nature of language, through analysis of its structure in the context of purposeful use; and on how language works as a system and as a vehicle for increasing students’ communicative potential. T • In • F • KC1 • KC2

In the Primary Years students learn structures and conventions of the language and its system in order to develop an understanding of how the language works to create meaning in a range of contexts. C They make comparisons and draw connections between languages, and develop overall literacy across languages. C • T They observe that languages represent patterns which can be organised. T They recognise the connections between language and culture across communities, and the potential of language learning for their future. In • F

Following is the Key Idea that comprises the understanding language strand in Pathway 1A.
Students learn to identify patterns and understand the interdependence of concepts about language. They understand that language is used for exchanging meaning and for learning, and is the medium through which knowledge and values develop, and future possibilities are expressed.

This includes such learning as:

- understanding and using rules that exist in language use (eg for word order and sentence construction) C • T
- recognising and analysing how language works in culturally specific ways to create meaning C • In • KC1
- understanding that variants exist within the language (eg accent or dialect) C • T
- refining features of the language system, including basic conventions of the writing system (eg direction, capitalisation, cursive forms and speech conventions) C • T
- discerning patterns in language use, and making observations about how texts work, including the different functions of structures and the features of text types (eg narrative) T • C • KC1 • KC5
- applying patterns in language use when composing their own meaning, by connecting ideas and linking sentences (to form a paragraph) C • T • KC3
- developing strategies for deciphering unknown words (eg using resources, models, word lists, dictionaries, references, CD-ROMs and electronic libraries) to comprehend and compose texts and to learn about the language T • KC6
- comparing languages and making connections between them (eg making comparisons about word order) In • T

Developing understanding of language in the Primary Years Band includes learning the following specific structures and conventions of the target language system:

- constructing concepts referring to people and things and to build and vary the message using:
  - nouns, including compound nouns, and nouns referring to activities and processes
  - pronouns to refer to people and things, including personal, demonstrative, possessive, indefinite, and interrogative pronouns
  - determiners to identify what is being talked about, both specific and general
  - modifiers including adjectives and nouns to describe the quality or colour, or to classify or compare things, or add emphasis
  - possessive structures to indicate possession or association
  - quantifiers to talk about quantities and amounts (eg all, several) and comparatives (eg some, few)
  - cardinal numbers to refer to an exact number of things
  - ordinal numbers to refer to a sequence of things
  - verbs to talk about actions, thoughts, feelings, and to relate information (eg to be, to have)
  - mood, declarative statements, interrogative questions, imperative orders
  - negative statements
  - modals to indicate attitude, possibility, ability, likelihood, permission, to make requests, express intentions
At Standard 1, towards the end of Year 2, the child:

1.5 Recognises key features of the language system, and connections between languages.

Examples of evidence include that the child:
- pays attention to pronunciation when repeating words and phrases
- recognises and reproduces features of the written language (e.g., alphabet, accents)
- makes observations about the relationship between their known language and the target language (e.g., in pronunciation and the writing system)
- asks questions about the language (e.g., how a particular meaning is conveyed in the target language).

At Standard 2, towards the end of Year 4, the student:

2.5 Identifies patterns in language and compares how meaning is conveyed across languages.

Examples of evidence include that the student:
- applies concepts of word formation and correctly forms sounds and words in communicating information through speech and writing (e.g., punctuation and phrasing, compound words)
- recognises ways text is presented according to purpose (e.g., as captions, labels, animations, dialogues, vocabulary charts, greeting cards, calligraphy)
- recognises conventions in written and spoken texts (e.g., messages, posters, exclamations, commands)
- identifies language forms used (e.g., for specifying, counting, identifying and describing objects and actions, and time and place; for stating ownership and asking questions)
- recognises the ways cultural values are expressed in language (e.g., gender, formality)
- uses available textual resources to decipher and compare meaning and construct their own texts.

At Standard 3, towards the end of Year 6, the student:

3.5 Reflects on how language is used to extend or elaborate a message, and compares how concepts are expressed in different languages.

Examples of evidence include that the student:
- deciphers meaning of new words using contextual knowledge
- applies linguistic structures to extend their own meaning (e.g., time markers, adverbs, adjectives)
- recognises how questions and statements are formed
- makes comparisons with known language to identify and describe patterns and features of the language.

expressing time, manner or place using:
- simple and continuous tenses, the present, the past, and the future
- time expressions (e.g., clock time, dates)
- expressions of frequency (e.g., often, never), and duration (e.g., always, briefly)
- adverbs to give information about manner and degree
- prepositions to give information about time, place and direction (e.g., in, at, on, to, into)
- combing, structuring, making cohesive and coherent messages using:
  - relative clauses including pronouns to give further information about a person or object (e.g., that, which, who)
  - coordinating conjunctions to link related ideas (e.g., and, but, then)
- reporting what people say or think using:
  - reporting verbs to indicate the purpose of speaking (e.g., think, know, answer, invite etc).
Strand: understanding culture—Pathway 1A

Through this strand students become aware of the place of cultural value systems in analysing language, and generating their own language, in observing the behaviour and viewpoints of others, and in interacting with people from diverse cultures. In • KC1 The focus in this strand is on developing students’ understanding of the interdependence of language and culture, how cultural concepts and perspectives are manifested in language, and the cultural principles and practices that influence communication in the target language. In • C

In the Primary Years students develop an appreciation of cultural concepts and processes as manifested through a range of texts, and develop an understanding of culture as a dynamic system of perceptions, practices and products. C • In They make comparisons and connections between their own cultural experience and the culture of communities where the language is used, and develop an awareness of how people across cultures view their world. Id • In • KC1

Students work with others to develop an awareness of cultural diversity, and that cultural values and practices may be shared or may differ within and across cultures. Id • In The use of information and communication technologies has allowed for increased access to information sources on cultural diversity. Students respond appropriately in classroom and community interactions with members of diverse communities. In • Id They recognise the potential benefits of cultural understanding in their own future. T • F

Following is the Key Idea that comprises the understanding culture strand in Pathway 1A.
Strand: understanding culture—Pathway 1A

Students recognise and analyse connections between cultural values and practices and language use. They recognise how relationships between individuals, families and communities contribute to forming identity in diverse cultural settings. Id • In • KC1

This includes such learning as:

- recognising and analysing how cultures generally follow rules of what to say and do, and when and where; and that there are reasons for distinctive aspects of practices and values across cultures and that diversity also exists as cultures change (eg food, dress, and in everyday social interaction) In • Id • KC1
- understanding the values and beliefs that influence social interaction and language use in diverse communities Id • In
- discerning and describing patterns of cultural behaviour and expression in diverse cultures, in familiar settings (eg school, family, social and retail) Id • KC1 • KC2
- reflecting on aspects of the culture viewed through using a range of digital and electronic technology (eg television programs, video recordings, magazines, film, literature and art), including Internet sites Id • KC7
- understanding culturally significant attitudes and beliefs that are related to celebrations and rituals, work, study and leisure In • Id
- developing a personal perspective on patterns of life in diverse communities, making comparisons between their own experiences and life in communities where the language is used Id • KC1
- recognising aspects of cultural values, practices and human experience that are shared across cultures (eg a sense of community, faith and worship) In
- valuing diversity and engaging with it in their immediate environment Id
- recognising that awareness of cultural diversity and the ability to work collaboratively with people from different cultural backgrounds enhances social, educational and vocational options. In • KC4
1.6 Identifies specific cultural practices and values in communities, and recognises patterns across cultures in relation to own experience.

Examples of evidence include that the child:
- recognises significant symbols and features (eg in song and rhyme; images on cards, posters, pictures)
- observes and analyses about products and practices of the culture as expressed in specific forms of language (eg that song and dance, dress and food represent diverse ways of life)
- poses questions about the culture (eg how an idea is expressed or an activity significant to the culture)
- makes connections with own experience when talking about cultures.

At Standard 1, towards the end of Year 2, the child:

At Standard 2, towards the end of Year 4, the student:

2.6 Identifies how cultural values are expressed in language and demonstrates awareness of diversity in cultural practices and values.

Examples of evidence include that the student:
- observes the significance of particular cultural practices in their own language activities
- identifies and analyses expressions of cultural identity in language (eg in stories, social conventions and etiquette)
- observes concepts related to cultural values in language (eg how titles, personal names, family relationships, ways of greeting are expressed)
- observes the significance of concepts within cultural practices (eg time, history, the cycle of the seasons and the environment)
- interacting through online sources of information.

At Standard 3, towards the end of Year 6, the student:

3.6 Reflects personally on cultural practices and compares how these are expressed across cultures.

Examples of evidence include that the student:
- relates aspects of culture, language and identity in texts (eg forms of address)
- identifies and reports on patterns of interaction and behaviour in everyday life over time (eg relationships between people)
- identifies the significance of concepts in how meaning is conveyed (eg manners, respect, politeness)
- perceives connections between the values and practices across cultures.
Languages (alphabetic)
Pathway 2A
Background learners R–12
Languages Pathway 2A

Curriculum Scope and Standards

Through the study of languages, students gain knowledge, skills and dispositions that enable them to communicate and to analyse the power that comes from communicating successfully. KC2 • KC1 They learn language and strengthen their skills in the sociocultural and critical dimensions of literacy, numeracy and information and communication technologies. They learn about cultures and make comparisons across cultures, in understanding issues of identity and global interdependence. C • Id • In • KC1

In both language using and language learning the emphasis is on developing students’ capability to communicate effectively in the target language and on developing their understanding of language and culture, so that communication and language development take place in linguistically and culturally appropriate ways. KC2 In addition, as students develop the capability to move between languages and cultures and make comparisons, they extend their understanding of language and culture in general, thereby increasingly recognising the power of language. C

This Learning Area is organised around three strands which reflect the nature of learning languages and cultures; they are as follows:

- communication
- understanding language
- understanding culture.

These three strands are interdependent and, taken holistically, form an integrated concept of both language using and language learning, as well as reflection. While all three strands are integrated in language use, at times a particular focus on one strand will be required for explicit teaching and learning purposes.

Literacy, numeracy and information and communication technologies in languages

Through languages, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in
different contexts. This learning is evident as students develop an understanding of the system of the target language and develop a specialised language to describe their learning. Learners make connections and comparisons across languages through text analysis, construction and reconstruction. Learners develop awareness of diverse ways of thinking and expressing ideas and information, including understanding how meaning is contextually determined.

Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in languages when students use and understand pattern, order and relationships within the target language. It is also evident when learners develop understandings of concepts such as time, number and space within different cultural practices.

Learners develop and use operational skills in **information and communication technologies** to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in languages when, for example, students use digital and electronic technologies to construct and deconstruct text, and access texts via the Internet.
Strand: communication—Pathway 2A

Through this strand students develop the capability to communicate effectively using various combinations of the skills of listening, reading, viewing and responding to texts, as well as speaking and writing in the language. C • KC2 Aspects that are drawn together within this strand include the purpose, context and processes of language use, texts and general knowledge. T The Key Idea and Outcomes are presented through the skills of listening, speaking, reading and writing.

In this Band students express their own ideas, feelings, experiences and aspirations, and respond to those of others. C • Id • KC2 They interpret, organise and respond to information in imaginative and informative texts, and negotiate with others to carry out educational, social and community activities. C • In • KC1

Students engage with language in a structured and supported language environment, with a focus on connecting and applying their learning in new contexts. Contexts include their own physical and social environment, the world of learning and knowledge, the world of their community and society, and the world of the imagination. Topics relate to students’ general interests and their personal and community life, including daily routine; extend to the world of leisure and entertainment, including activities, hobbies and interests; and to topics related to other Learning Areas. Id • In • F

Communication involves students interacting with each other; participating in sharing and group or team work in order to present or exchange personal information, including expressing personal opinions, feelings, plans and ideas; and exploring cross-curriculum and other Learning Area concepts. KC2 • KC4 Language use is supported by focusing on appropriate structures and ways of conveying meaning; and on skills in accessing, storing and retrieving information, including the use of electronic and print dictionaries and CD-ROMs. C • KC7

Students engage in conversations and write their own texts independently in order to exchange information in personal, social and education settings. They explore different forms of communication, including posters, maps, messages and correspondence, descriptions, narratives, reports, personal profiles and chatroom conversations. C

Students listen to, view, read and respond to a range of text types to access and collect new ideas and information, and include authentic material that contains new knowledge and unknown words and structures. KC1 Texts for reading are factual or imaginative. They may be narratives, short stories and descriptions of people, places and events; or concepts related to other Learning Areas, including concept maps, visual cues and vocabulary lists to assist comprehension and support learning. T Students interact with a range of media relating to their world, such as posters, advertisements, labels, forms and greeting cards. Texts for listening include exchanges between native speakers in real-life settings (eg public broadcasts such as children’s educational and entertainment programs, films and documentaries, and websites). C

They express concepts and ideas about their personal and social world, the world of the community, and the world of knowledge and learning, including concepts from other Learning Areas. C • Id • In

Following are the Key Ideas that comprise the communication strand in Pathway 2A.
Strand: communication—Pathway 2A

Listening

Students listen and respond to texts to develop their capability to receive and share meaning in the target language.

KC2 They classify, order and compare information and ideas, and apply knowledge and understanding in new contexts. T • C • KC1 • KC6

This includes such learning as:

- understanding that listening involves identifying the intention of the speaker and the context of use T • C
- analysing the purpose and structure of texts, recognising that linguistic choices are made in texts to have a particular impact on others T • C • KC1
- applying processes for deciphering meaning in spoken texts, identifying and extracting information, and listening for gist in a variety of school and community contexts C • T • KC6
- listening to and recording information in appropriate formats (eg charts, graphs databases, electronic slide shows) T • C
- processing, using and analysing information obtained (eg gives personal opinion, makes choices or decisions, infers reasons) T • C • KC1
- using electronic sources of information to learn about the language C • T • KC7
- contributing to and sharing meaning in structured discussions on aspects of language and culture in spoken texts. In • C • KC2

Speaking

Students exchange information in social, educational and community contexts to develop personal relationships and work in teams, in order to achieve collaborative goals. Id • In • C • KC2 • KC4

This includes such learning as:

- understanding the importance of stress patterns and rhythm in conveying meaning C • KC5
- speaking fluently, audibly and with expression to increase the effectiveness of communication C • KC2
- initiating an interaction using appropriate forms of address, and introducing a topic, using explanation or questions C • In
- maintaining an interaction by responding, acknowledging, replying, agreeing, disagreeing or seeking clarification C • In
- concluding an interaction by using verbal cues for summing up, expressing thanks or taking leave C • In
- creating and performing role-plays involving requests or making arrangements, decisions or choices with others or in teams In • KC2 • KC4 • KC6
- engaging in conversations to share personal opinions and giving short presentations, including multimedia, on topics of personal interest. C • KC2 • KC7
**At Standard 1, towards the end of Year 2, the child:**

1.2 Expresses own ideas and responds appropriately in group activities and in social contexts.


id • In • C • KC1 • KC2 • KC4

Examples of evidence include that the child:
- asks and responds to questions to exchange ideas in stories, songs, activities
  C • Id • KC2
- engages collaboratively in conversational activities
  C • In • KC4
- plans and presents talks on topics of personal interest.
  C • In • KC2 • KC3

**At Standard 2, towards the end of Year 4, the student:**

2.1 Expresses personal opinions using concepts and ideas drawn from factual and imaginative texts. T • C • KC2

Examples of evidence include that the student:
- responds to questions to describe features of content or language in text C
- decipher meaning of new words from contextual clues T • KC1
- recognises and shares new information presented in text T • C • In • KC2
- uses information to make decisions or suggestions, and expresses personal opinions C • T • Id • KC2
- records information in specific formats (eg map, table, chart, picture, database). C • KC2

**At Standard 3, towards the end of Year 6, the student:**

3.1 Recognises connections between ideas in texts and uses information to make decisions. T • C • KC1

Examples of evidence include that the student:
- responds personally to expressions of personal opinion on an issue or event C • Id • KC2
- makes connections between new information and ideas and prior knowledge T • KC1
- orders and summarises key points of information T • KC3
- identifies information required to solve a problem or make a decision. C • T • KC6

**2.2 Engages in social interaction, exchanging opinions and ideas. Id • In • C • KC2**

Examples of evidence include that the student:
- asks and respond to questions to exchange personal and factual information with others C • Id • KC2
- retells or gives opinions related to spoken texts C • KC2
- manipulates language resources to respond in new contexts C • T
- adjusts language to suit the needs of conversational partners or audience C • In
- works collaboratively and in teams to prepare and present ideas in spoken forms and as multimedia presentations. In • C • KC4

**3.2 Engages in social interactions and contributes information and ideas in learning activities. In • T • C • KC2**

Examples of evidence include that the student:
- speaks with appropriate register in interactions among peers and adults C • In
- participates in problem-solving related to social issues C • In • KC6
- offers additional detail, or expresses an alternative view, on an issue in discussion C • In • KG2
- uses language for dramatic or emotional effect in speech, play or poetry reading, video. C • In
Strand: **communication—Pathway 2A**

**Reading**

*Students read and respond to multimodal texts to develop their capability to receive and share meaning.*  
KC2 They classify, order and compare information and ideas, and apply knowledge and understanding in new contexts. **T • C • KC1 • KC6**

This includes such learning as:

- appreciating that listening and reading involve recognising and understanding the context, and identifying Key Ideas, and transferring knowledge and understanding to new contexts **C • T • KC6**
- understanding that reading for meaning goes beyond direct translation **T • C**
- analysing the purpose, structure and meaning identifying particular forms and conventions in texts **C • T • KC1**
- recognising that linguistic choices are made in texts to have a particular impact on others **T • C**
- reading for gist in text, and identifying and classifying information obtained from a variety of sources (including electronic), to construct their own texts **T • C • KC1**
- making connections between known and unfamiliar language by examining the derivations or origins of words and word groups **In • C**
- contributing to class discussions on aspects of language and culture in written texts **In • C • KC2**
- valuing reading for both pleasure and the enhancement of learning **T**
- accessing online sources to search for information and to learn more about the language. **C**

**Writing**

*Students write their own texts to express personal ideas and explanations, experiment with new ideas, and build relationships with others.*  
Id • **C • KC2 • KC4 • KC6**

This includes such learning as:

- recognising that effective written communication is influenced by purpose and context, and involves engaging reader interest (eg letter writing, producing a poster, creating an e-mail message) **T • C • KC2**
- applying appropriate forms of address to different audiences (eg peers, familiar adults, authority figures) **In • C**
- using appropriate conventions, register and tone for different purposes and audiences (eg messages and correspondence, descriptions, narratives and reports) **C • In**
- developing a logical sequence of ideas by using appropriate paragraphing and clarity of expression, by combining or embedding ideas, and by elaborating or adding details **T • C • KC3**
- proofreading for spelling, punctuation and grammar **T • C**
- planning and organising information using appropriate formats to experiment with new ideas, construct own texts (eg note taking, comparative charts, concept maps) **T • C • KC3 • KC6**
- communicates and collaborates with others in the target language by combining text, graphics and audio **C • T • KC2 • KC4**
- expressing own ideas and thoughts, and exchanging personal information, in different written forms. **C • T • KC2**
1.3 Makes connections by identifying key information and ideas in texts and sharing with others.

Examples of evidence include that the child:
- recognises patterns and conventions in print (eg full stop, capital letters) C \ C1 \ C2
- identifies the sound, meaning and function of words and texts and hypertext C \ C1
- asks and answers questions about unknown words and ideas T \ C \ C2
- uses pronunciation/intonation and phrasing to assist fluency in reading aloud C
- categorises related words and ideas (eg by counting or comparing items, matching sentences with appropriate pictures). T \ C \ C1

1.4 Shares meaning by completing and creating written texts.

Examples of evidence include that the child:
- correctly forms letters and applies spelling conventions C
- selects words from word charts or texts to extend meaning T \ C
- writes with attention to purpose or audience (eg poster, card, e-mail, labelling items) C \ C1 \ C2 \ C7
- writes phrases and sentences to describe and label objects (eg illustrations, big books). C \ C2

2.3 Expresses opinions and uses ideas conveyed in texts to share meaning with others, develop their understanding, and take action.

Examples of evidence include that the student:
- identifies and describes features of language and content in text C \ T
- uses prior knowledge and contextual clues to decipher sound and meanings of new words C \ T
- identifies key points of information related to new concepts T \ C
- uses graphics/pictures to classify, compare and order information obtained C \ T \ C1
- plans and shares a personal presentation demonstrating preferences about ideas in text. Id \ T \ C \ C1 \ C2

2.4 Writes own texts to express knowledge and understanding and convey personal meaning to others.

Examples of evidence include that the student:
- uses models to understand and apply text conventions in own writing to communicate in particular contexts (eg salutations and closures in correspondence) T \ C \ C2
- uses appropriate linguistic devices to link ideas in sentences T \ C
- uses linguistic devices to develop coherence and sequence of texts (eg paragraphing, connectiveness) T \ C
- acknowledges the interests or expectations of readers in constructing texts. C

3.3 Recognises connections between ideas in texts and uses information to make decisions.

Examples of evidence include that the student:
- uses linguistic and contextual clues to decipher meaning T \ C1
- identifies main ideas and supporting detail to explain causes and consequences of actions and events C \ T \ C2
- relates new information to prior knowledge and identifies relationships between ideas in texts (eg ordering main points in a summary or report) C \ T
- recognises discourse patterns. T

3.4 Writes texts to convey personal, factual and imaginative information and ideas.

Examples of evidence include that the student:
- structures and writes texts as appropriate to the text type C \ C2 \ C3
- orders information in a logical manner and extends the message by qualifying or comparing information C \ C3
- uses cohesive devices to develop ideas C
- relates events in time (eg using tense and time markers as appropriate) C
- produces multimodal text (eg picture books, drama script). C
Strand: understanding language—Pathway 2A

Through this strand students engage with a range of increasingly complex texts, with an explicit focus on the form which language takes. The focus in this strand is on developing students’ understanding of the nature of language, through analysis of its structure in the context of purposeful use; and on how language works as a system, and as a vehicle for increasing students’ communicative potential.

In this Band students develop an understanding of how the language operates to create meaning in a range of contexts. They develop overall literacy across languages, by making comparisons and drawing connections between many languages. They experiment with ideas and patterns in language, and identify and recognise the value of language learning for their past, present and future.

Following is the Key Idea that comprises the understanding language strand in Pathway 2A.
**Strand: understanding language—Pathway 2A**

Students analyse and experiment with language to perceive patterns and connections, and develop understanding that there are diverse ways to communicate with and relate to others. In • T • C • KC1 • KC2 • KC6

This includes such learning as:

- understanding explanations and participating in discussions about language and how language works T • C
- understanding how the form of the language effects, comprehension and construction of meaning T • C
- discerning patterns and rules in language use (eg rules that exist for word order and sentence construction) In • T • C • KC1
- discovering functions of grammatical concepts (eg how to elaborate the message, organise ideas, and relate to the overall system of the language) C • T
- focusing on the purpose and features of text types and how these are used in interpreting texts, including the different functions of texts (eg requests, questions, instructions, statements and commands) C • T
- recognising that languages operate in culturally specific ways and do not translate directly C • In
- identifying the place of variants within the language (eg accent and dialect), including where and when they are used C • In
- developing strategies for internalising new language, including ways to decipher unknown words and structures from context; drawing on cognates; interpreting graphic features of texts; and using resources, models and dictionaries T • C • KC6
- applying patterns deliberately when composing their own meaning for particular audiences (eg by connecting ideas and linking sentences to form a paragraph) In • T • C • KC2 • KC3
- developing organisational skills in the management and retrieval of personal files to assist their comprehension and process information (eg using print and electronic dictionaries and reference materials, glossaries and concept maps) C • T • KC7
- making connections across languages (eg making comparisons about word order and sentence construction, comparing spoken and written forms across languages). In • C • T

Developing understanding of language in this Band includes increasing learners’ conscious awareness of the nature, function and purpose of the following structures and conventions of the target language:

- constructing concepts referring to people and things and to build and vary the message using:
  - nouns, including compound nouns, and nouns referring to activities and processes
  - pronouns to refer to people and things, including personal, demonstrative, possessive, indefinite, and interrogative pronouns
  - determiners to identify what is being talked about, both specific and general
  - modifiers including adjectives and nouns to describe the quality or colour, or to classify or compare things, or add emphasis
  - possessive structures to indicate possession or association
  - quantifiers to talk about quantities and amounts (eg all, several) and comparatives (eg some, few)
  - cardinal numbers to refer to an exact number of things
  - ordinal numbers to refer to a sequence of things
  - referring to fractions, measurements and approximations
  - qualifiers to expand the noun group (eg prepositional phrases, adjectives, and coordination)
  - verbs to talk about actions, thoughts, feelings, and to relate information (eg to be, to have)
  - complementation to describe and identify actions and items
  - mood, declarative statements, interrogative questions, imperative orders
  - negative statements
  - modals to indicate attitude, possibility, ability, likelihood, permission, to make requests, express intentions
At Standard 1, towards the end of Year 2, the child:

1.5

Applies conventions of spoken and written forms of the language in own communication. In • T • C

Examples of evidence include that the child:
- focuses on standard pronunciation when learning the sound and meaning(s) of words or phrases C
- applies writing conventions in constructing letters and words when copying and writing (eg punctuation, capitalisation) C • T
- refers to linguistic features to describe meaning and ideas in texts. C • T • In • KC2

At Standard 2, towards the end of Year 4, the student:

2.5

Identifies patterns and connections between form and meaning, and applies these in own speech and writing to interact with others. In • T • C • KC1 • KC2

Examples of evidence include that the student:
- recognises and applies spelling and basic text conventions in own writing to facilitate communication T • KC2
- speaks with attention to conventions (eg pronunciation, intonation) T • C
- deciphers meanings of new words (eg drawing on cognates, context and text conventions) T • C
- makes comparisons between form and meaning across languages In • C • T
- analyses and reports on connections between form, conventions and making meaning. KC1 • KC2

At Standard 3, towards the end of Year 6, the student:

3.5

Analyses and describes aspects of the system of the target language, and applies knowledge of the system in constructing own meanings. In • T • C • KC1 • KC2

Examples of evidence include that the student:
- consciously applies knowledge of form and function, including text structure, in communication T • KC2
- sequences and elaborates on the message to convey detailed meanings C • T • KC2 • KC3
- identifies features used to influence reader perceptions C • T • KC1
- relates understanding of form and meaning by making comparisons across languages. C • T • In • KC1

- expressing time, manner or place using:
  - simple and continuous tenses, the present, the past, and the future
  - additional tenses, including perfect, continuous, passive infinitive
  - time expressions (eg clock time, dates)
  - expressions of frequency (eg often, never), and duration (eg always, briefly)
  - adjuncts to indicate circumstances
  - adverbs to give information about manner and degree
  - preverbs to give information about time, place and direction (eg in, at, on, to, into)

- combining, structuring, making cohesive and coherent messages using:
  - subordination, using adverbial clauses to indicate time (eg when, before, since), reason (eg because), result (eg so that), condition (eg if), concession (eg although)
  - relative clauses including pronouns to give further information about a person or object (eg that, which, who)
  - past and present participles to relate actions
  - coordinating conjunctions and prepositional phrases and to link related ideas (eg and, but, then)
  - referring back or referring forward (eg this, that, if so, such)
  - ellipsis (eg leaving out a word)
  - the passive voice to focus on the thing affected
  - cleft sentences to take the focus off the subject, to describe places or situations, or to comment on actions and experiences (eg the impersonal ‘it’ as subject)
  - additional information structures (eg fronting, prefacing, addressing people)

- reporting what people say or think using:
  - reporting verbs to indicate the purpose of speaking (eg think, know, answer, invite etc)
  - quote structures to report someone’s actual words and direct speech (eg argue, agree, tell)
  - report structures and indirect speech.
Strand: understanding culture—Pathway 2A

Through this strand students become aware of the place of cultural value systems in observing and analysing the language, behaviour and viewpoints of others; in generating their own language; and in interacting with others from diverse cultures. In • C The focus in this strand is on developing students’ understanding of the interdependence of language and culture; how cultural concepts and perspectives are constructed by, and manifested in, language; and the cultural principles and practices that influence communication. In • C

In this Band students develop appreciation of cultural concepts and processes as manifested through a range of texts, including stories, games and songs. C • T They make comparisons across cultures, and develop their understanding of culture as a dynamic system of perceptions, practices and products. KC1 They demonstrate adaptability and initiative in using the target language in diverse cultural contexts, and negotiate with others in educational, social and community activities. C • In

Following is the Key Idea that comprises the understanding culture strand in Pathway 2A.
Strand: **understanding culture—Pathway 2A**

*Students develop an appreciation of their own cultural heritage and the diversity of cultural values and practices of others. They understand how personal and social values contribute to individual and group identity.* Id • In • F

This includes such learning as:

- viewing and thinking about culture and its implications, including recognising that identity and language use are associated with cultural concepts (eg community and nationhood, ethnicity, geographical and political identity). Students recognise diversity within cultures and project future possibilities Id • F
- identifying the origins and importance of distinctive values and beliefs that influence social interaction (verbal and non-verbal) Id • In
- developing a personal perspective on patterns of life in diverse communities, including drawing on their own experiences and critically reflecting on the ways these might develop in the future Id • F
- discerning, describing and applying patterns of cultural expression in familiar settings (eg school, family, social and retail) Id • KC1 • KC2
- recognising aspects of cultural values, practices and human experience that are shared across cultures, including attitudes and beliefs related to aspects of work, study and leisure and a sense of community, faith and worship Id
- exploring the history and influence of the diversity of cultures within the Australian and international community, and considering how these might continue to shape our society Id • F • In • KC6
- reflecting on aspects of the culture viewed through a range of digital and electronic technologies (eg television programs, video recordings, magazines, film, literature, art, World Wide Web). Id
At Standard 1, towards the end of Year 2, the child:

1.6

Recognises the personal and shared value of cultural knowledge and identity, and the significance of practices and patterns across cultures.  

Examples of evidence include that the child:

- asks questions which reflect on aspects of culture in stories, language and behaviour  
  \[ T \times In \times KC2 \]
- analyses diversity in images across cultures (e.g. urban/rural life, homes, dress, food, behaviour)  
  \[ In \times Id \times KC1 \]
- recognises and applies appropriate verbal and non-verbal behaviour in culture-specific settings  
  \[ C \times In \times KC1 \times KC2 \]
- makes connections between features of culture in text and their own experience.  
  \[ Id \times T \times KC6 \]

At Standard 2, towards the end of Year 4, the student:

2.6

Identifies how language is used to express cultural meanings and how cultural practices and products shape identity.  

Examples of evidence include that the student:

- applies appropriate speech and action in social interactions with others (e.g. recognising the role/position of individuals)  
  \[ In \times C \]
- identifies the significance of aspects of the culture (e.g. historical events and figures, the physical and built environment)  
  \[ In \times Id \times F \]
- identifies the ways cultural values are represented in language  
  \[ C \times In \]
- asks questions about and reflects on values represented in texts (e.g. stories, songs, film)  
  \[ Id \times C \]
- reflects on the role of language in expressing their own identity and experiences (e.g. use of idiom, colloquial expressions, slang).  
  \[ Id \times T \]

At Standard 3, towards the end of Year 6, the student:

3.6

Compares patterns of interaction and action across cultures, reflecting on how individual and group identity is expressed.  

Examples of evidence include that the student:

- responds in culturally and technologically appropriate ways in formal and informal interactions  
  \[ C \times In \times KC2 \times KC7 \]
- describes changing aspects of cultural meaning identified in text  
  \[ C \times In \times KC2 \]
- identifies changing relationships between culture, language and identity in texts  
  \[ C \times Id \times In \times F \times KC1 \]
- establishes commonalities and differences in practices across cultures.  
  \[ C \times Id \times In \]
Mathematics

Introduction

Mathematics is a many-faceted aspect of human experience which satisfies a need to imagine, understand and quantify. It is a science of pattern and order that involves processes of abstraction, representation and communication. Mathematics can be described as:

- a socially constructed and growing body of knowledge with its intellectual roots in different cultures
- an abstract system of ideas employing a universal set of symbols
- an expanding and changing set of tools and techniques that allows us to function effectively in many different arenas in an increasingly technological world.

The mathematical concepts, skills and processes that learners will need to acquire are those that will support them to work effectively and confidently with rapid, pervasive change. It is desirable for each child and student to leave their formal schooling equipped with the abilities to be competent lifelong learners who use mathematics confidently and ethically in their home and working lives.

A mathematics curriculum framework evolves and responds to the social and environmental demands of the times and developments within mathematics itself. It presents learners with the accumulated mathematical knowledge of many cultures. Some of the mathematical ideas, structures, ways of thinking and skills are thousands of years old, while others are drawn from more contemporary mathematical developments. Worldwide developments in mathematics curriculum include:

- using digital and electronic technologies (eg interactive software and calculators) to explore mathematics and work mathematically in the world around us
- developing and using mathematical structures to represent, model and manipulate patterns and relationships in order to make sense of the world and make connections between ideas within mathematics
- developing the learner’s ability to handle data critically, and increasing their understanding of the notion of chance
- working mathematically to empower the learner to engage critically with their physical and social environment.

Mathematics learning is central to numeracy. In the SACSA Framework numeracy is described as the ability to understand, critically respond to and use mathematics in different social, cultural and work contexts. This includes understanding how mathematics can be used in other Learning Areas.
Mathematics within the SACSA Framework involves an ongoing discussion and debate between two broad intellectual communities with contrasting points of view. These perspectives represent different traditions in understanding and practising mathematics education. The dominant perspective represents a view that has been present in education for a long time; the second, emergent, one offers another set of understandings and associated practices.

In summary form, the first position comprises a view based on a recognition that mathematics is a body of knowledge that involves certainty, consistency and the capacity to bring order to random sets of information. Historically this position has been important for producing methods and understandings that are required to make order out of various forms of information about the physical and social worlds.

The second, emergent, view suggests that mathematics is a body of knowledge that is fallible and a product of changing social circumstances. This position recognises the importance of human and social factors in the process of sifting, sorting, ordering, naming and applying numerical concepts. In this case mathematics is recognised as part of a chain of conversations concerning making and sharing meanings about physical, environmental and social processes and phenomena. This view demonstrates how, as new knowledge is generated about the physical and social worlds, mathematics contributes to and is adjusted to fit these new understandings.

This second perspective stresses social values attached to mathematics, and the understandings that are deemed most socially appropriate for the issues, challenges and concerns of a given time/place. For example this perspective registers that in the technical/scientific world in which we live, most roads lead back to the wisdoms of the ancient Greeks and Egyptians and that the mathematical understandings derived from Aboriginal Dreaming are not given pre-eminent status in remaking mathematical understanding. Accordingly, this second perspective reminds us that there are many different forms of mathematical knowledge.

Both of these major perspectives are important and have been, and are in the process of, contributing to quality educational practices. The SACSA Framework aims to draw from both perspectives. Via a constructivist pedagogy, and through the use of the Essential Learnings and cross-curriculum perspectives (including equity and Enterprise and Vocational Education), educators assist students to develop sophisticated and contemporary understandings, capabilities and dispositions in mathematics. Necessarily, the information that follows reflects the tenor of conversation between these two major perspectives. The ongoing challenge is to produce forms of learning that unite these two approaches and, in the process, form the basis of new approaches to mathematics education.

Learning mathematics is an engaging and active process where children and students:

- construct their own mathematical meaning through interaction with the ideas they hold and ideas held by others; and interact with their physical and social environments, and with technologies, manipulative equipment and texts
- have their concepts challenged by experiences and interactions with their physical and social environments, and by mathematics itself
- are encouraged and supported to take risks and persevere with new or different ways of thinking and doing things, and see making mistakes as an important part of their learning
When working mathematically, children and students develop and use the following mathematical processes:

- **problem-solving**, where learners:
  - build new mathematical knowledge through engaging with situations and working with problems
  - develop dispositions to formulate, represent, abstract and generalise in situations within and outside mathematics
  - apply a wide variety of strategies to engage with situations and solve problems, and adapt these strategies to new situations
  - reflect on and monitor their mathematical thinking in solving problems

- **reasoning and proof**, where learners:
  - recognise that reasoning and proof are essential and powerful parts of mathematics
  - make and investigate mathematical conjectures
  - develop and evaluate mathematical arguments and proofs
  - select and use inductive and deductive reasoning, and methods of proof, as appropriate

- **communication**, where learners:
  - organise and consolidate their mathematical thinking to communicate to others
  - express mathematical ideas coherently and clearly to peers, teachers and others
  - extend their mathematical knowledge by considering the thinking and strategies of others
  - use the language of mathematics as a precise means of mathematical expression

- **connections**, where learners:
  - recognise and use connections between different mathematical ideas
  - understand how mathematical ideas build upon one another to produce a coherent whole
  - recognise, use and learn about mathematics in contexts outside of mathematics

- **representation**, where learners:
  - create and use representations to organise, record and communicate mathematical ideas
  - develop a repertoire of mathematical representations that can be used purposefully, flexibly and appropriately
  - use representations to model and interpret physical, social and mathematical phenomena.

Mathematics is a Learning Area that actively promotes capacities associated with abstract reasoning—cognitive capacities essential for individuals to be creative and enterprising. This particular focus has traditionally characterised, and dominated, learning within mathematics.
However, in the SACSA Framework mathematics is broadened through the Essential Learnings. The social, political, economic, historical and cultural aspects of mathematics become a priority. Issues such as understanding the social uses and applications of mathematics, the impact of technological change, and new requirements of the workforce and education/training courses will be the catalysts for mathematics learning. It is imperative that learners are competent users of information and communication technologies, that they are critical and ethical consumers and evaluators of knowledges, and that they develop identities which incorporate a positive sense of themselves as a mathematical learner. Learning in mathematics places literacy demands on students and involves active participation in solving real problems in context, investigating current issues, challenging taken-for-granted assumptions and exploring future possibilities and opportunities. Children and students should learn that mathematical knowledges are culturally bound and, hence, around Australia and the globe there will be diverse ways of solving identical problems.

The mathematics Learning Area aims to develop in all students, capabilities to:

- understand the social and work purposes, uses and practices of mathematics and how these relate to each other
- understand and use mathematical language—both terminology and symbols
- be confident users of mathematics who choose appropriate and accurate means for exploring the world and conducting their lives
- gain pleasure from mathematics and appreciate its fascination and power
- appreciate that mathematics is a dynamic field with roots in all cultures
- apply their mathematics learning to other Learning Areas, to life in the wider community, and in accessing further education and training.

The SACSA Framework and ESL students

In supporting teaching and learning for ESL students and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
In the Primary Years the mathematics Learning Area is divided into five strands, each of which comprises a number of Key Ideas with their respective scope. Each strand has the Essential Learnings woven through it, presents its own characteristic concepts and skills, and provides insights to the crucial relationships between these concepts and skills and those from the other four strands. Developing students’ confidence and ability to work mathematically is an important aspect of learning mathematics. Each strand describes ways students can work mathematically by developing their appreciation for mathematics; their understanding of the cultural and social contexts of mathematics; and their ability to choose and use mathematics in their personal, collective and community activities. The five strands are:

- exploring, analysing and modelling data
- measurement
- number
- pattern and algebraic reasoning
- spatial sense and geometric reasoning.

**Literacy, numeracy and information and communication technologies in mathematics**

Through mathematics, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in **literacy** to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in different contexts. This learning is evident in mathematics when students learn to use specialised language and texts to explore and communicate mathematical concepts. In relation to the critical literacy aspects of mathematics, students will, for example, learn to formulate effective questions for gathering and analysing data appropriate to the context. Students also develop their literacy skills when they use speech and writing to make explicit and reflect on their understanding of mathematical concepts.

Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. Students’ learning in mathematics
enables students to explore the relationships between different mathematical ideas and apply mathematical understandings to their learning in all curriculum areas.

The requirements of the National Numeracy Benchmarks are incorporated into the Curriculum Standards for the mathematics Learning Area. These Benchmarks are minimum requirements for further learning. A learner who has achieved Standard 1 (towards the end of Year 2) will also have met the Year 3 National Numeracy Benchmark requirements. A learner who has achieved Standard 2 (towards the end of Year 4) will also have met the Year 5 National Numeracy Benchmark requirements; and so on.

Learners develop and use operational skills in information and communication technologies to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in mathematics when students, for example, use computer programs to draw and manipulate shapes, collect and manipulate statistical data and when they use graphic calculator software.

The mathematics Curriculum Scope and Standards and Key Competency 5: using mathematical ideas and techniques

This Key Competency involves the capacity to use mathematical ideas such as number and space, and techniques such as estimation and approximation, for practical purposes. The Curriculum Scope of this particular Learning Area is replete with opportunities to develop this capacity. Therefore, KC5 has not been specifically indicated.

In demonstrating this competency learners would be:

- clarifying objectives and selecting mathematical ideas and techniques
- judging the precision and accuracy required
- applying mathematical ideas and techniques to achieve an appropriate outcome
- checking that the outcome makes sense in its context, and evaluating the process.
Strand: exploring, analysing and modelling data

As with the Early Years, students explore and analyse two types of data: categorical data that is generated or drawn from discrete situations that describe people, places, objects and events; and random data that is generated or drawn from predictive situations that involve chance and uncertainty. T • KC6 Students pose questions or conjectures and develop a variety of strategies and skills to collect, organise, represent and analyse both types of data through the Primary Years. T • KC1 They construct graphs with consumable and recyclable materials, with pencil and paper, and with charting packages or spreadsheets. Using charting software enables students to quickly see the impact of reorganising on the graphical representation. They make decisions about the best way to represent their data, and discuss the reasons behind their choices. C

In the Primary Years students build upon their understanding of chance developed in the Early Years, by collecting and analysing data from familiar situations where there is uncertainty. T • KC1 They investigate situations that involve chance by identifying possible outcomes and describing the likelihood of these outcomes occurring, using everyday language, whole numbers, fractions and proportion. T • KC6 The situations they explore come from their daily experiences (eg the likelihood of seeing a commercial at the moment one turns on the television) and from activities using spinners and dice, which enable students to explore random data where the number of outcomes is limited and they may more easily manipulate the situation to create a bias of outcomes. Students regard a set of data as a whole, and explore how the data is spread or clumped, indicate the middle of the data, and examine unusual or unexpected data. They compare sets of related data and begin to explore and communicate the idea of using a representative sample to make predictions and informal inferences for larger populations. T • KC2 • KC6

Following are the Key Ideas that comprise the exploring, analysing and modelling data strand.
Strand: exploring, analysing and modelling data

Students generate and analyse data from a diverse range of sources (including online) and perspectives to investigate situations drawn from their personal lives and the world around them. They use this data to explore patterns and relationships, and to inform their choices and actions. Id • T • C • KC1

This includes such learning as:

- posing questions to generate data, and collecting, analysing and communicating data from a range of perspectives appropriate to the purpose and intended class and community audiences C • KC1 • KC2
- exploring, analysing and appreciating the variety of ways data is presented and used in and beyond their immediate world, and how this data can be accessed T • C • KC1 • KC2
- investigating, planning and using a variety of strategies to collect data, including observations, measurements, electronic sources, interviews and surveys C • T • KC1 • KC3
- exploring, collecting, organising and representing linked data to describe and ask questions about patterns and relationships T • F • KC1
- representing and communicating data in a range of ways, both online and offline, and researching paid/unpaid workers who manage data. C • KC2
At Standard 1, towards the end of Year 2, the child:

1.1

Generates and organises data and uses it to make personal and collective plans. \( \text{Id} \times \text{T} \times \text{C} \times \text{KC3} \)

Examples of evidence include that the child:
- with guidance, asks questions relevant to their interests \( \text{C} \times \text{Id} \times \text{KC2} \)
- collects suitable data to answer their questions \( \text{T} \times \text{C} \times \text{KC1} \)
- appropriately plans, sorts and orders their data \( \text{T} \times \text{KC1} \times \text{KC3} \)
- suitably represents the data using appropriate software and strategies \( \text{T} \times \text{C} \times \text{KC2} \times \text{KC7} \)
- discusses and compares data selection and representation. \( \text{C} \times \text{KC1} \times \text{KC2} \)

At Standard 2, towards the end of Year 4, the student:

2.1

Poses questions, explores patterns, and collects relevant data. They record and represent the data, and also use data presented by others. \( \text{T} \times \text{C} \times \text{KC1} \times \text{KC2} \)

Examples of evidence include that the student:
- asks questions relevant to their interests \( \text{C} \)
- makes decisions about which data to collect, and plans how to collect and record it to answer their questions \( \text{T} \times \text{KC1} \times \text{KC2} \times \text{KC3} \)
- individually and in teams, sorts data in different ways, and discusses the impact of sorting differently, using, for example, databases \( \text{T} \times \text{KC4} \)
- plans and organises the data in tables using pen and paper or with an appropriately selected spreadsheet \( \text{C} \times \text{KC3} \times \text{KC7} \)
- represents the data graphically with materials, or as a line or column graph \( \text{C} \times \text{KC2} \)
- decides which graphs and digital applications best represent the data, and supports their choice. \( \text{T} \times \text{KC7} \)

At Standard 3, towards the end of Year 6, the student:

3.1

Poses questions, determines a sample, collects and records data including related data, represents sample data in order to investigate the world around them. \( \text{In} \times \text{T} \times \text{C} \times \text{KC1} \times \text{KC8} \)

Examples of evidence include that the student:
- interrogates self and others about related data and discusses how it could be different (eg ‘Why do some males and females appear to enjoy different activities.’) \( \text{In} \times \text{Id} \times \text{KC1} \)
- chooses, in teams, whether to collect data from the population or a representative sample \( \text{T} \times \text{KC4} \)
- analyses data in terms of bias and ethics \( \text{T} \times \text{KC1} \)
- plans, records, sorts, appropriately organises and communicates related data \( \text{T} \times \text{C} \times \text{KC2} \times \text{KC3} \)
- tabulates data in different ways on paper or by spreadsheet to communicate appropriately \( \text{C} \times \text{KC2} \)
- represents data graphically (eg line and bar graphs, pie charts, Venn diagrams) on paper or electronically. \( \text{C} \times \text{KC2} \times \text{KC7} \)
Students draw conclusions from data they collect from diverse sources and perspectives, using descriptions of the spread of the data and of relationships within it. They make predictions and informal inferences for larger populations or similar situations, and communicate their conclusions and predictions to a variety of audiences. 

This includes such learning as:

- understanding that reorganising and ignoring data that does not accord with their current thinking impacts on interpretation of the data
- drawing conclusions from data (e.g., what is the same, the most and the least frequent; the greatest and least in value; and the mean of the data)
- comparing sets of related data drawn from similar situations, questioning the quality of information accessed both online and offline, describing and communicating patterns or relationships, and making predictions
- using everyday and mathematical language to summarise data and communicate their conclusions
- exploring how experiences, views and values can lead to different interpretations of the same data
- generating different questions to explore a situation at different levels and perspectives
- communicating their conclusions which support their decisions and actions
- using their conclusions to describe, suggest or predict possibilities, or make informal inferences about what data indicates for a larger population.
At Standard 1, towards the end of Year 2, the child:

1.2 Uses everyday comparative language and number to describe the data they have generated in parts and as a whole and describe how the data assists them to answer their own questions. C • KC2

Examples of evidence include that the child:
- describes key features of their data from the material, graphical or electronic representations used
  C • T • KC2
- describes and shows patterns the data may present
  T • In • KC1
- discusses future plans and actions based upon the data that has been collected, organised and represented.
  F • C • T • KC2 • KC6

At Standard 2, towards the end of Year 4, the student:

2.2 Describes key features of data and draws conclusions from similar data from different groups. They make general predictions based on results. F • T • C • KC1 • KC2 • KC6

Examples of evidence include that the student:
- makes general comparisons and predictions between the groups based on the data sets
  T • F
- discusses the similarities and differences between conclusions drawn from similar sets of data
  C • T • KC1 • KC2
- makes predictions and generalisations for a larger population
  F • KC6
- discusses the appropriateness of making general predictions based upon the conclusions they have drawn.
  C • KC2

At Standard 3, towards the end of Year 6, the student:

3.2 Summarises, recognises bias, draws conclusions and makes conjectures about data. Understands how different organisation and representations influence data interpretation. In • T • KC1

Examples of evidence include that the student:
- examines and critiques data and its representations (eg asks: ‘is the sample appropriate, is the data accurate, is the sample biased?’)
  T • In • KC1 • KC6
- draws conclusions from similar sets of data based on the range and ‘centrality’ of the data sets
  T
- makes predictions and generalisations for a larger population, and discusses the appropriateness of making general predictions based upon the conclusions they have drawn
  T • KC2 • KC6
- recognises the relationship between the number of trials and the reliability of the result
  In • KC1
- uses pie and single bar charts, and spreadsheets, to compare and communicate two sets of databases from similar situations.
  C • KC1 • KC2
Strand: exploring, analysing and modelling data

Students refine their understanding of chance and randomness by using data from their daily activities to describe possible outcomes and their likelihood. They analyse trends and relationships and make predictions about possibilities in the future.

This includes such learning as:
- appreciating that many daily family, community and work activities and familiar phenomena in their environments can be represented as patterns with a variety of possible scenarios
- understanding that predicting specific outcomes involves a degree of uncertainty
- using everyday and mathematical language of proportion, whole numbers, fractions and graphs to describe and communicate the likelihood of possible outcomes, trends and predictions
- exploring how their actions can influence or bias outcomes in some situations and not in others
- understanding and analysing how data can reflect the impact of human actions on living things
- using data to describe the possible outcomes of events verbally, and using mathematical representation (e.g., graphs) to make predictions about events in the future.
At Standard 1, towards the end of Year 2, the child:

1.3 Recognises situations whose outcomes are certain, impossible or unpredictable; states possible outcomes for particular events and uses everyday language to describe the likelihood of the outcomes occurring. F • T • C • KC2

Examples of evidence include that the child:
- describes possible outcomes for a given event using everyday language C • KC2
- indicates the unpredictability of the outcome of a particular event (eg “You can’t tell which it will be”) T • F
- identifies impossible outcomes and certain outcomes F • T • KC1
- discusses future plans and action based upon their understanding of a chance situation C • F • KC2
- uses familiar language to order outcomes for familiar events from least likely to most likely. C • Id • KC3

At Standard 2, towards the end of Year 4, the student:

2.3 Describes situations where chance plays a role; collects, organises and represents data to identify possible outcomes; and uses comparative language to describe the likelihood of each outcome. F • T

Examples of evidence include that the student:
- identifies and describes possible outcomes of an event F • T • KC1 • KC2
- collects, organises, analyses and saves data electronically to describe the likelihood of each outcome of an event C • T • KC1
- uses whole numbers and fractions to describe the likelihood of outcomes, and orders them from least likely to most likely T • F
- describes how human actions can inform and influence data selection, representation and interpretation In • KC2
- tests predictions for possible solutions for random events experimentally. F • KC6

At Standard 3, towards the end of Year 6, the student:

3.3 Analyses data to search for patterns in events where the range of outcomes is generated by situations where chance plays a role. F • In • T • KC1

Examples of evidence include that the student:
- identifies, imagines and describes possible outcomes that are generated by combinations F • KC1 • KC2 • KC6
- collects and compares sets of data for the same event in order to predict overall possible outcomes and their likelihood T • F • KC1
- uses rational numbers and decimals to describe the likelihood of outcomes. They order them from least likely to most likely, while identifying outcomes that are equally likely C • T • KC2
- evaluates and communicates the fairness of particular events T • In • KC2
- manipulates an event to bias possible outcomes, and collects data to show this. In • KC1 • KC2
Strand: measurement

Measurement is a process that students use to explore questions related to personal, family, community and work activities. Measurement provides them with opportunities to make connections with their world and other aspects of mathematics; and with a context to explore mathematics from a variety of cultural, social and work-based perspectives.

During the Primary Years students use tools, both non-standard and standard, for making measurements. The list of attributes they can measure now includes length, capacity, 'weight', area, volume, mass, angle, time and money. They can work in teams to generate data. KC4

Their increasing number knowledge introduces the possibility of making numerical estimates and performing calculations related to measurement. They learn to operate with measurements, and add, subtract, multiply and divide them.

Following are the Key Ideas that comprise the measurement strand.
Strand: measurement

Students refine their concepts of measurable attributes and units of comparison. They choose the most appropriate attributes and units to quantify 2-D figures, 3-D solids and time for a wide variety of purposes, and are able to justify their choices to others. T • C • KC2

This includes such learning as:

- measuring a wide variety of figures and objects (e.g., the very small to the very large, curved, flat, irregular and regular) drawn from their daily life, the wider social and work community and their experiences. Td
- measuring a wide variety of events drawn from their daily life, including the very short (in duration) to the very long
- exploring how measuring different attributes of the same figure, object or event impact upon perceptions and representations of size (e.g., the impact of measuring distance linear—measurement, surface—area, contained space—capacity, occupied space—volume, matter—mass, rotation or direction—angle, and duration and place in a cycle of events—time within their immediate and home environment). T • C
- individually and in groups or teams considering the purpose for measuring when choosing the most appropriate attribute(s) and unit(s) of comparison. This includes measuring to compare and order, sort and classify, build and construct, arrange, plan, generate data, and locate and search for patterns and relationships. Students reflect upon the effectiveness of the choices. T • C • KC4
- exploring, appreciating and communicating that the attributes we choose to measure, the units we choose, and how we measure have historical, social and cultural biases. In • KC2
1.4

Compares and orders the measurable attributes of distance, surface, space, mass, turn/angle and time to describe the size of a wide range of familiar figures, objects and events. T • C • KC1

Examples of evidence include that the child:

- uses everyday and comparative language, and arbitrary units of comparison, to describe the size of 2-D figures and 3-D solids drawn from their personal activities, communities and environments C • T • KC2
- chooses appropriate measurable attribute(s) to measure, and discusses reasons for their choice, when classifying, building, constructing, designing and planning C • T • KC2
- matches, sorts, compares and orders 2-D figures, 3-D solids and events drawn from their personal activities (eg by using digital cameras) Id • T • KC1 • KC3
- matches lengths to measure distance, and uses cycles of events and duration of events to measure time: T • KC1

At Standard 1, towards the end of Year 2, the child:

At Standard 2, towards the end of Year 4, the student:

2.4

Chooses, estimates and uses metric units to measure attributes of figures and objects; orders events or cycles of events; estimates the duration and time of events; constructs and uses measuring tools, explains that all measurement is approximate and that some tools increase precision. T • KC2

Examples of evidence include that the student:

- chooses and uses metric units to measure length, area, mass, volume and capacity (mm, cm, m, cm², m², cm³, g, kg, L, mL) C
- estimates the number of standard units required to measure area, volume, capacity and angle T
- plans, constructs and uses measuring devices to measure and describe area, angle, time and capacity from within their personal social environment C • Id • KC3
- represents and communicates measurements verbally and by using objects, sketches, written statements, models, animation, video, databases and column graphs. C • KC2

At Standard 3, towards the end of Year 6, the student:

3.4

Selects appropriate attributes and systems to measure for a variety of purposes and reports on how measurement is used in social practice. In • T • C • KC1 • KC2

Examples of evidence include that the student:

- chooses and uses metric units or non-metric standard units to compare, measure and analyse figures, objects and events in various social contexts T • KC1
- uses the appropriate metric units to measure capacity, volume, and angle (ie m³, cm³ to measure capacity; mL, L to measure volume; degrees to measure angles) T
- measures for a variety of purposes (eg representing decimal numbers; classifying and analysing figures and objects; searching for patterns and relationships; generating data for investigations in other areas of learning; planning and constructing maps, objects and models such as stage sets where scale is important) C • KC1
- uses data collected through electronic measurement to explain, envisage better ways, and communicate an environmental, social or work issue. In • F • KC2
Strand: measurement

Students use direct measurement strategies and relationships between particular attributes to quantify the size of 2-D figures, 3-D solids and time. They identify, plan and act to address measurement problems. T • C • KC3

This includes such learning as:

- generating, planning and using their own units of comparison to compare and match distances (linear measurement), surfaces (area), contained spaces (capacity), occupied spaces (volume), weight/matter (mass), rotations or direction (angle), and duration and place in a cycle of events (time) T • C • KC3
- recording and comparing measurements, and using standard metric units and standard measuring tools, to quantify distances (linear measurement), surfaces (area), contained spaces (capacity), occupied spaces (volume), matter (mass), rotations or direction (angle), and duration and place in a cycle of events (time) C • T • KC2
- considering the purpose for measuring, the general size of what is to be measured, and the level of accuracy required when choosing unit(s) of comparison and measuring tools. Students reflect upon the effectiveness of their choices T
- recording and reporting measurements in a wide variety of ways, using comparative language, numbers, symbols, photographs, databases, posters, graphs, tables, and CAD models or constructions C • KC2
- identifying, exploring and using patterns and relationships between measurable attributes of 2-D figures and 3-D solids. F • KC6
At Standard 1, towards the end of Year 2, the child:

1.5

Chooses and uses a variety of strategies to measure the size of a wide variety of figures, objects and events drawn from the world around them.

Examples of evidence include that the child:
- directly compares and matches objects and events, and uses comparative language to describe and communicate size
  \[ T \times C \times KC6 \]
- considers and discusses the attribute to be measured, and the relative size of the unit of comparison, with what is being measured \[ T \times C \times KC1 \]
- uses consistent arbitrary units as standards to compare, order and communicate
  \[ T \times C \times KC1 \times KC2 \]
- constructs and uses own measuring tools and scales (eg balances, tape measures, timers), or those constructed by others, to measure attributes of figures, objects and events \[ C \times T \]
- records electronically and communicates measurements in wide variety of ways, including verbally, using everyday and comparative language, numbers and symbols \[ C \times KC2 \]
- measures for a variety of purposes (eg in order to build, construct, design, generate data, sort, classify and search for patterns from their everyday life). \[ T \]

At Standard 2, towards the end of Year 4, the student:

2.5

Uses direct measuring strategies to represent, communicate and record measurements graphically in symbols with correct units and performs simple operations on measures.

\[ T \times C \times KC2 \]

Examples of evidence include that the student:
- measures, selecting appropriate technology to combine and compare two lengths, weights or capacities \[ T \times KC7 \]
- measures and records lengths and capacities to the nearest tenth \[ T \times C \times KC2 \]
- identifies appropriate strategies to address measurement problems \[ KC6 \]
- uses databases and a variety of graphs (eg column, bar, point) to represent measurements. \[ C \]

At Standard 3, towards the end of Year 6, the student:

3.5

Uses a range of standard tools to measure relationships between distances and other measurable attributes to calculate size. \[ T \]

Examples of evidence include that the student:
- chooses appropriate tools (including electronic), strategies and units of comparison in planning measurement \[ T \times KC3 \]
- recognises relationships between measurable attributes of figures and objects, and communicates these relationships in both everyday and mathematical language \[ C \times KC2 \]
- identifies relationships between distances, surfaces and volumes to develop and use formulae in order to estimate and calculate the perimeter of polygons, the area of rectangles and squares, and the volumes of rectangular prisms \[ T \times KC1 \]
- estimates distances, surfaces, capacities, angles, times and masses in terms of metric units \[ T \]
- chooses the appropriate tools, technologies and units to measure for a particular level of accuracy, and discusses how the tools used affect the precision of measurements. \[ T \times KC7 \]
Strand: number

Students in the Primary Years abstract number from many of their personal, family and community activities. Their experience with number develops from counting collections to manipulating quantities more abstractly. They describe and report on relationships between groups of numbers, and represent these with symbols and a variety of physical and visual models. KC2 Students refine their understanding of the base 10 number to include larger numbers and decimals, particularly when working with money. They develop their understanding of fractions as parts of wholes and as division. They explore and analyse characteristics and classes of numbers, such as being divisible by 2 or 3, being square or prime, and having common factors; and begin to use this understanding to manipulate them. KC1 • T

Number sense involves the ability to use the patterns, relationships and connections within and between numbers. Students’ number sense develops alongside their concepts of pattern, number and place value; and alongside their concepts of addition, subtraction, multiplication and division. Students in the Primary Years refine their concept of each operation. They explore relationships between operations such as the associative and commutative properties, and use these to generate equivalent ways (and transfer their knowledge) to produce the same sums and products, often in authentic settings. KC1 • KC6 • F

Students develop an appreciation for the fundamental role number plays in personal and wider social and work-based community activities and in all Learning Areas, particularly when they use number to communicate, represent and manipulate quantities, data, patterns and measurements.

Following are the Key Ideas that comprise the number strand.
Students develop their number sense through exploring and analysing how numbers are used and represented in their daily activities, their communities and their experiences in other Learning Areas. They continue to refine their understanding of relationships between numbers, place value and proportion. This includes such learning as:

- exploring how whole numbers, fractions and decimals are used to represent, compare, quantify, label and order collections, measurements, patterns, money, data and locations in their daily activities, their communities, the workplace, natural and constructed environments, and the media, and through the Internet. Students, in teams, organise and analyse this information and communicate it to others.

- reflecting on the importance of using the base 10 number system to record, report, compare and manipulate whole numbers and decimals, and to exchange between place values, when working with collections, money, measurements and data.

- exploring through problem-solving the relationships between division and fractions, and using this relationship to compare and order fractions, generate equivalent fractions, and represent fractions on number lines.

- representing the measurable attributes of distance, surface, contained space, mass, time and angle with mathematical symbols.

- using physical and visual models to represent, explore and generalise relationships between and within numbers (eg place value; multiples; square, rectangular and triangular numbers), and aspects of divisibility (eg factors, prime, composite, odd and even numbers) when working with number in their daily activities.

- exploring and analysing the different ways in which diverse cultural groups represent and use number in their daily activities.
1.6 Uses the base 10 number system and fractions to represent numbers when working with their peers, collections of objects, measurements and data. Examples of evidence include that the child:
- sorts, orders, compares and matches collections \( T \times C \times KC1 \)
- counts to determine the size of a collection, and names and writes the correct numeral \( C \times T \)
- indicates the order of items within a collection \( T \times C \)
- names, represents and compares fractions as portions created from equal subdivision of a whole; creates (eg with folded paper, with structured materials, draws) the portions, given the fractions \( T \times C \times KC2 \)
- compares and orders fractions \( T \times KC1 \)
- explains the idea of 10 as a unit in counting \( C \times T \times KC2 \)

At Standard 1, towards the end of Year 2, the child:

2.6 Represents and compares rational numbers in a variety of ways, describing relationships among them. Examples of evidence include that the student:
- uses manipulative materials to extend the place values system to include tens, hundreds and thousands \( T \)
- represents fractions as equal parts of distances, surfaces, capacities, amounts of rotation, masses, time and amounts of money. They use consumable and structured materials, and electronically communicate outcomes to others \( C \times KC2 \)
- uses physical and visual models such as arrays to represent and generalise patterns within and between numbers (eg place value; factors; square, triangular, prime and composite numbers). \( In \)

At Standard 2, towards the end of Year 4, the student:

3.6 Represents and analyses relationships amongst number concepts and uses these to make sense of, and represent the world. Examples of evidence include that the student:
- analyses and uses fractions, decimals and common percentages to represent proportions of collections, measurements, sets of data and amounts of money \( T \times KC1 \)
- uses divisibility, arrays and multiplication facts to explore, analyse and classify patterns and relationships within whole numbers \( In \times KC1 \)
- uses a calculator or spreadsheet to approximate common irrationals (eg \( \sqrt{2} \) and \( \pi \)) \( T \)
- analyses, uses and appreciates number concepts from diverse cultural origins (eg local community members). \( Id \times In \times KC1 \)
**Strand: number**

Students develop their understanding of the four operations (addition, subtraction, multiplication and division) and the relationships between them. They use mathematical terminology, symbols and conventions to communicate their understanding to others. **T • C • KC2**

This includes such learning as:

- exploring the concept of equality by analysing the ways collections and amounts of money can be combined and deconstructed into smaller parts **C • In • KC1**

- using a variety of counting and calculating strategies when estimating and mentally calculating, and representing collections and amounts of money, and examining money-counting machines in banks **C • KC7**

- exploring multiplication by combining groups of the same quantity, by repeating addition and by using arrays; exploring division by equal sharing of objects, and as repeated subtraction **C • T • KC2**

- using materials and visual models to explore, represent and communicate how addition is the inverse of subtraction and vice versa, and multiplication is the inverse of division and vice versa **C • T • KC2**

- using manipulatives to explore the commutative, associative and distributive properties of the four operations, and applying these relationships when calculating collections and amounts of money **T**

- employing mathematical symbols and terminology to record and report situations where they have added, subtracted, multiplied and divided collections, measurements and amounts of money. Students use consumable/recyclable and structured materials, sketches, number grids and number lines. **C • T • KC2**
At Standard 1, towards the end of Year 2, the child:

1.7 Describes, represents and uses a variety of counting strategies and the four number operations to estimate and quantify collections of objects, units of comparison and amounts of money.

In • T • C • KC2

Examples of evidence include that the child:
- represents and communicates situations where they have added, subtracted, multiplied and divided collections in a variety of ways (e.g., verbally, with everyday items such as money and structured materials, using symbols and numerals)
- uses concrete materials to show that changing the order of adding numbers does not change the sum.

At Standard 2, towards the end of Year 4, the student:

2.7 Describes, represents and applies operations with whole numbers. T • C • KC2

Examples of evidence include that the student:
- deconstructs numbers into smaller parts and recombines them in different ways, using patterns, rounding to groups of 10 and 100, and place value relationships
- uses materials and a four-function calculator to show the change of place value when multiplying by 10, i.e., 10 groups of; and multiplying by 100, i.e., 100 groups of.

At Standard 3, towards the end of Year 6, the student:

3.7 Describes, represents and analyses operations with rational numbers and relationships between them.

In • T • C • KC1 • KC2

Examples of evidence include that the student:
- uses materials, a four-function calculator and number lines to represent and apply the commutative and associative properties when adding or multiplying decimals or fractions
- deconstructs numbers into smaller parts and recombines them in different ways using patterns, rounding to groups of 10 and 100, and place value relationships
- acts on a model (e.g., a number line) to find how to operate on positive and negative integers (e.g., model situations like "It is 15°C in Adelaide and -27°C in Moscow. What is the difference in temperature?")
- uses patterns of base 10 to develop multiplication and division strategies with decimal fractions
- uses materials and a four-function calculator to represent and use the distributive property to deconstruct and multiply larger numbers (e.g., 32 x 6 is equivalent to (30 x 6) + (2 x 6)).
Students use their number sense to refine their ability to estimate, calculate and present using spreadsheets, measurements and amounts of money in their personal, family and community activities, and in their experiences in other Learning Areas.

This includes such learning as:

- estimating, calculating and representing on spreadsheets, quantities, measurements, and amounts of money to search for patterns; to explore relationships and test predictions; to plan and make decisions; and to manage money, materials and resources important to their personal and community lives.
- exploring and using patterns and relationships between numbers to make estimates and to calculate, including interval counting; rounding; addition, subtraction, multiplication and division facts; and breaking up and recombining numbers.
- using a variety of computational strategies, including estimating, mental calculations, invented and standard pencil and paper algorithms, and a four-function calculator, as applied to the experiences of everyday life.
- representing and communicating their calculations in a variety of ways (e.g. consumable/recyclable and structured materials, drawings and sketches, databases, spreadsheets, number lines and graphs) using mathematical terms.
1.8

Uses counting strategies to answer questions about situations that involve number operations, use of a calculator, and informal and standard algorithms. Id • T • C • KC7

Examples of evidence include that the child:
- counts by groups and by using counting on strategies T
- breaks numbers into smaller parts and recombinates them when undertaking mental computation. They can explain their strategies to others T • C • KC2
- recalls single digit addition and subtraction number facts to use when calculating extensions of those facts (eg 40 + 20 = 60) T
- uses pencil and paper strategies that take advantage of place value in order to add and subtract whole numbers T
- uses a calculator to find sums and differences. T • KC7

At Standard 1, towards the end of Year 2, the child:

2.8

Uses a variety of estimating and calculating strategies, including memorising addition and subtraction facts with whole numbers, and with money represented as decimals. Id • In • T

Examples of evidence include that the student:
- uses a four-function calculator to add, subtract, multiply and divide whole numbers T • C • KC7
- uses a variety of counting strategies (eg counting by consistent groups, rounding, counting back) using data from everyday life C
- uses the commutative and associative properties when adding and multiplying numbers T • In
- uses relationships between numbers, such as place value, factors and multiples, when undertaking mental computation and problem-solving T • KC6
- recalls and uses basic multiplication and division number facts fluently in calculations in everyday life. T • Id

At Standard 2, towards the end of Year 4, the student:

3.8

Uses a variety of estimating and calculating strategies with whole numbers, including memorising multiplication and division facts, fractions and decimals. T • KC6

Examples of evidence include that the student:
- uses a four-function calculator with a memory key to undertake a chain of calculations T • KC7
- estimates quantities using a variety of strategies, including rounding and setting upper and lower boundaries (eg comparing fractions mentally) T • KC6
- uses place value relationships, familiar number patterns, single digit number facts, and deconstructing numbers and recombining them, when undertaking mental calculations. T • In

At Standard 3, towards the end of Year 6, the student:
Strand: pattern and algebraic reasoning

In the Primary Years students refine and broaden the key concepts found within pattern and number that they constructed in the Early Years. They engage with pattern and number through familiar experiences from their daily lives. They use their understanding of pattern and number to explore situations and solve problems they encounter both outside and inside the classroom, including those drawn from other Learning Areas. KC6 Their representations of pattern, and the language used to communicate pattern and number concepts, incorporate mathematical terms, symbols and conventions. KC2 Students continue to identify, construct and represent patterns in the Primary Years. KC1 They use pattern to describe relationships they find when measuring, working with data, and working with money; and to further refine their concept of number and space. Searching for and constructing patterns are important strategies in working mathematically.

Change is an important idea in mathematics and is explored through using abstract representations and algebraic reasoning. Students explore and represent situations where change occurs at a constant rate, and where the rate of change increases or decreases over time. KC6 Exploring this diversity of patterns and relationships develops students’ concept of variables.

Students represent patterns and communicate their understanding of relationships in more abstract ways. KC2 They use physical, visual and computer generated models; data tables and graphs; and ‘invented’ notations and standard symbols to represent, generalise and explore relationships between numbers, operations with numbers, and measurable attributes of shapes and transformations; and to explore cause and effect. KC6

Following are the Key Ideas that comprise the pattern and algebraic reasoning strand.
Strand: pattern and algebraic reasoning

Students identify, describe, construct, represent and predict patterns and relationships when working with data, measuring and calculating. They relate these patterns and relationships to their everyday lives. **F • Id • T • KC1 • KC2 • KC6**

This includes such learning as:

* exploring, planning and analysing a variety of everyday situations that produce information leading to patterns and the expression of relationships **Id • KC1 • KC3**
* understanding relationships between number operations which underpin techniques for manipulating patterns and algebraic expressions **T**
* considering how algebra patterns can be used to model real-life situations and solve problems **In • F • KC6**
* exploring number patterns arising from a variety of situations, and using drawing software where appropriate to interpret, generalise and generate rules for number sequences **C • T • KC1 • KC7**
* adapting number patterns to fit new contexts. **T • F • KC6**
At Standard 1, towards the end of Year 2, the child:

1.9

Recognises and constructs spatial and numerical patterns with concrete materials, continues these patterns and predicts what comes next. **F • T • C • KC1**

Examples of evidence include that the child:

- identifies and describes repetition within their natural and social worlds (eg of sound, movement, arrangements of figures or objects, sequences of events) **F • T • KC1 • KC2**
- constructs patterns with materials **T**
- describes the attributes that generate a pattern, and identifies and describes the repeating unit within the pattern **F • T • C • KC1 • KC2**
- analyses and continues self-constructed patterns, or those constructed by peers, and predicts what comes next. **F • T • C • KC1 • KC6**
- makes predictions and generalisations about patterns (eg "you add 4 each time", "the number of sides goes up by one"). **F • T • KC6**

At Standard 2, towards the end of Year 4, the student:

2.9

Searches for, represents and analyses different forms of spatial and numerical patterns, and relates these to everyday life. **F • Id • T • KC1 • KC2**

Examples of evidence include that the student:

- represents and analyses different forms of patterns of number, shape and measurement drawn from everyday life **F • C • Id • KC1 • KC2**
- constructs two sequences that vary directly (eg side length and perimeter of a sequence of squares, and two sequences that vary inversely; the share of pizza and the number of students sharing the pizza) to show the relationships **T**
- builds a sequence and explains pattern and relationship (eg building squares with unit squares and stating that the squares 'grow by adding odd numbers') **F • KC2 • KC3**
- constructs a simple 3-D model of a bedroom using drawing software to determine the relationships between furniture size and space. **T**

At Standard 3, towards the end of Year 6, the student:

3.9

Describes and generalises relationships between measurable attributes as patterns and explains the impact of varying one aspect of the relationship. **F • T • KC1 • KC2**

Examples of evidence include that the student:

- represents relationships between measurable attributes using materials, diagrams, databases, point and line graphs, and mathematical statements **T • KC1**
- uses line graphs to predict what comes next, what came before and, where appropriate, what comes between **F • KC6**
- uses relationships to make and test predictions about change by describing the impact of changing one variable **F • Id • KC6**
- explores the relationship between linear dimensions of a 2-D/3-D shape and its area/volume. **T • KC1**
Students employ everyday language and mathematical symbols to represent and communicate their generalisations about mathematical situations and structures. \( \text{Id} \cdot \text{C} \cdot \text{KC2} \)

This includes such learning as:

- expressing simple functions in words, and symbolically representing them in graphical or tabular forms \( \text{C} \cdot \text{KC2} \)
- interpreting graphs which represent real-life situations \( \text{T} \cdot \text{Id} \cdot \text{KC1} \)
- using letters to symbolically represent unknowns \( \text{C} \)
- constructing, interpreting, evaluating and transferring formulae to new contexts and expressions (stated in words or symbols) related to mathematics, other subjects or real-life situations, and using digital simulations where appropriate. \( \text{T} \cdot \text{C} \cdot \text{KC1} \cdot \text{KC6} \)
At Standard 1, towards the end of Year 2, the child:

1.10

Represents and communicates spatial and numerical patterns.  
F • C • KC2

Examples of evidence include that the child:
- represents patterns that have a constant repeating unit, and growth patterns with materials, in words and with drawings C • T • KC2
- recognises and represents the same pattern in different forms (eg 112 is the same pattern unit as red red blue) T • KC1 • KC2
- continues and represents ‘what comes next’ in a given numerical pattern T • F • KC2
- generates and represents different combinations of numbers that produce the same quantity by adding two numbers (eg how many ways 10 can be made). T • In • KC2

At Standard 2, towards the end of Year 4, the student:

2.10

Represents and communicates patterns with everyday and mathematical language, including symbols, sketches, materials, number lines and graphs.  
C • KC2

Examples of evidence include that the student:
- represents spatial patterns with tables, drawings and symbols (eg odd and even numbers, square numbers) C • KC2
- represents ‘families’ of numbers with materials and symbols (eg numbers divisible by 3) T
- generates, and represents with drawings and symbols, factors of a given number (eg draw a factor tree to find the factors of 72) C • T • KC2
- uses everyday language, materials and drawing software to show what ‘undoes’ a flip, a slide and a rotation. C • KC2

At Standard 3, towards the end of Year 6, the student:

3.10

Analyses, creates and generalises numerical and spatial patterns and solves problems with such patterns.  
T • C • KC6

Examples of evidence include that the student:
- uses materials, diagrams, symbols and interactive drawing software to show that an enlargement ‘undoes’ a reduction and a reduction ‘undoes’ an enlargement T • KC7
- uses materials, diagrams, symbols and interactive drawing software to show that different combinations of ‘flips’, ‘slides’ and rotations can produce the same result T • KC7
- represents number properties and relationships with symbols (eg x + y = y + x)
- identifies, represents and predicts numerical situations with different rates of change (eg perimeters and areas of a sequence of squares of increasing side length may be represented by the ordered pairs (4, 1), (8, 4), (12, 9), (16, 16), (20, 25), …). T • F • KC1 • KC2 • KC6
**Key Idea**

Students collect and analyse information in understanding that the social and physical world is constantly changing, and that such change can be represented in symbols and mathematical models. F • In • C • KC1

This includes such learning as:

- representing cause and effect relationships drawn from their personal and community activities (e.g., how changing one aspect or variable in a relationship changes other aspects of that relationship) T • In

- identifying, describing and representing situations where the rate of change is constant or the rate of change varies T • C • KC2

- collecting, organising and representing data, and constructing physical models and digital simulations to describe and represent relationships and change, in their social and natural worlds C • In • F • KC1

- manipulating algebraic expressions, and forming and manipulating equations or inequalities, in order to solve problems. T • C • KC6
Describes and represents situations from personal and family experiences and interaction with the environment where there is change over time.

Examples of evidence include that the child:
- makes predictions about change over time in terms of what came before, what is now and what will follow (e.g., predicting how they will grow over time)
- represents their predictions using everyday language, sketches, graphics, animations, photographs and graphs
- discusses factors that may influence change over time, and which of these they can manipulate and which they cannot.

At Standard 1, towards the end of Year 2, the child:

At Standard 2, towards the end of Year 4, the student:

Uses materials, data and informal graphs to represent change. F • C • KC2

Examples of evidence include that the student:
- builds models, collects data and sketches graphs; and works in teams to use these to represent change in familiar and everyday situations T • C • In • KC4
- collects and organises data to describe change over time within everyday and immediate situations, and represents the change as a sketch graph (e.g., collecting data about the growth of a plant over time) T • C • KC1
- uses representations of change to suggest and communicate reasons why things changed over time T • F • KC2
- uses materials and diagrams, or electronic presentations, to represent the impact of changing one aspect of a relationship (e.g., using flip tiles or grid paper to represent the impact on a square’s perimeter or area if the length or side is changed). C

At Standard 3, towards the end of Year 6, the student:

Uses mathematical representations to make connections and analyse change. In • T

Examples of evidence include that the student:
- uses graphs to explain how the rate of change varies over time (e.g., uses a graph of temperature throughout a day and describes rates of increase and decrease—it became warmer more slowly after lunch; it cooled down very quickly after dusk) C • KC2
- uses materials and digital and electronic technologies to collect data and produce graphs in order to predict and communicate the impact that changes to one variable have on a second variable (e.g., produces a data table and graph to show the impact of increasing a cube’s length (a variable) on the cube’s volume (a second variable) and/or area (also a second variable)) C • KC2 • KC6 • KC7
- collects data to represent situations where the rate of change remains constant, and situations where the rate of change varies. T • KC1
Strand: spatial sense and geometric reasoning

Students’ spatial sense and geometric reasoning develop from their construction of key concepts in the Early Years, and from their continuing interaction with their local environment. Experiences in the Primary Years enable students to refine these concepts and to use them to interact with the space that surrounds them. The language and terminology that students develop and use becomes more mathematical as they progress through the Primary Years, reflecting their evolving spatial concepts. In the Primary Years students use a variety of spatial attributes to describe, analyse and represent locations and pathways. KC1 The ideas of orientation and reference point become more salient. Their geometric thinking develops from visualising, describing and analysing individual figures and solids to making generalisations within a class, or between classes, of figures or solids. Students apply this thinking across other Learning Areas.

Negotiating the space in which they live requires students to develop the awareness and language to understand a variety of forms of representation and methods for indicating location and pathways. C • KC2

Primary Years students continue to refine their concepts of 2-D and 3-D shape, straight and curved boundaries, point and line symmetry, and angle and congruence; and they begin to use other spatial concepts (eg similarity, parallelism) to analyse and make generalisations about shape, structure and function. Their experience with shape enables them to relate shape and function for many of the objects they use in their personal, family and community activity; and to make choices about shape and structure when they plan, design and construct. Id • KC1 • KC3

Primary Years students continue to explore the relative orientation and position of shape in their environment through the congruent transformations of reflections (flips), translations (slides) and rotations (turns). Their descriptions of each become more precise. Their understanding of transformations is broadened to include the non-congruent transformations of ‘shrinking’ and ‘enlarging’, where shape remains constant but size changes. C

Constructing figures and objects supports students to make generalisations about particular attributes and relationships between attributes, and to transfer knowledge into authentic settings. They view objects from a variety of perspectives and represent them in two dimensions. They use geometric models to represent and visualise number concepts.

Following are the Key Ideas that comprise the spatial sense and geometric reasoning strand.
Strand: spatial sense and geometric reasoning

Students understand and appreciate the extent to which shape and structure help them to make sense of their world.

This includes such learning as:

- analysing, classifying and describing geometric figures and objects from their everyday life using attributes that determine shape, including line and point symmetry; parallel edges/sides and surfaces; curved, straight or flat boundaries; convex or concave boundaries; angle; and similarity and congruence.

- generalising, conjecturing and communicating about relationships between spatial attributes of geometric figures and solids, and about spatial attributes and functions of objects used in their everyday lives.

- representing a wide variety of figures as drawings and sketches, and solids as physical models, using geometric tools, consumable and structured materials, and interactive drawing software. Students represent 2-D objects as plans.

- visualising, describing and representing shapes, including 2-D representations of 3-D solids, using geometrical language with increasing precision.

- constructing 2-D and 3-D shapes from given information; understanding the congruence of simple shapes; classifying triangles, quadrilaterals, polygons and other shapes; and knowing and using their properties.
At Standard 1, towards the end of Year 2, the child:

1.12

Uses key spatial features to describe and represent 2-D and 3-D shapes from personal and community activities.  
Id • In • C • KC2

Examples of evidence include that the child:

- uses spatial features such as curved, straight and flat boundaries (eg surfaces, edges, sides); number and relative size of corners; and orientation and line symmetry to identify, sort, compare and describe a wide variety of familiar objects, and relate shape to function  
  T • C • Id • In • KC1 • KC2
- uses spatial features to identify, sort, compare and describe common geometric figures such as polygons (eg triangles, quadrilaterals, pentagons), circles and ellipses; and common geometric solids such as cubes, prisms, cones and spheres  
  T • C • KC1 • KC2
- relates spatial features of 2-D and 3-D shapes to the function of everyday objects, and uses mathematical terminology to communicate this to peers  
  C • Id • KC6
- represents a wide variety of figures and solids, by using drawings and sketches and drawing software, and by constructing models made from consumable materials. They pay attention to key spatial features.  
  T • C • KC2

At Standard 2, towards the end of Year 4, the student:

2.12

Compares and analyses relationships between and within 2-D and 3-D shapes and objects to represent their world.  
F • T • KC1 • KC2

Examples of evidence include that the student:

- describes and reports common characteristics of ‘families’ of plane figures (eg polygons, prisms, pyramids)  
  C • KC2
- analyses and uses spatial terms (eg face, edge, vertex, parallel, symmetry, angle) to describe figures and solids in their world  
  C • Id • KC1
- describes how plane figures are different from solids (eg describing how a square is different from a cube)  
  C • KC2
- represents geometric figures and objects featured in everyday circumstances, including using interactive drawing software and paying attention to appropriate attributes (eg straight/flat or curved boundary, angle, parallel sides/faces, cross-section, line/plane symmetry, vertex, edges and faces, function)  
  C • KC2 • KC7

At Standard 3, towards the end of Year 6, the student:

3.12

Describes and generalises spatial relationships within and between groups of 2-D and 3-D shapes and objects and appreciates their application in a range of cultural contexts.  
Id • In • KC2

Examples of evidence include that the student:

- explains the spatial attributes of angle, parallelism and congruence to classify figures and solids  
  T • C • KC2
- searches for patterns and collects data to describe relationships within and between attributes of particular shapes, and of families of shapes (eg Euler’s Theorem)  
  In • T • KC1
- discusses the key features of angle relationships, rotational symmetry, similarity and congruence using appropriate software  
- explains and reports on 2-D and 3-D patterns characteristic of distinctive cultural groups and the use of diverse symbols/patterns.  
  Id • In • KC2
Strand: spatial sense and geometric reasoning

Students explore and communicate the ideas and language of geometric change and transformation. They use combinations of mathematical transformations. T • C • KC2

This includes such learning as:

- describing, creating and analysing spatial arrangements using combinations of reflections (flips), rotations and translations (slides) C • T • KC1 • KC2 • KC6
- predicting the results of flipping, sliding and rotating figures; comparing combinations of these transformations to produce the same result; and suggesting what ‘undoes’ particular transformations T • F • KC6
- communicating the results of simple transformations using mathematical language, measurements, drawings, sketches, prints and electronic slide shows C • KC2
- using reductions and enlargements to identify and produce similar figures and objects when designing and planning T • KC3
- communicating the results of reductions and enlargements using mathematical language, measurements, drawings, sketches, physical models, and selecting and using interactive drawing software. C • KC2 • KC7
1.13
Uses simple transformations to orientate and move familiar objects and themselves when they are constructing, arranging and locating. Id • C

Examples of evidence include that the child:

- identifies and describes situations from their play, personal and mathematical activity where flips, slides and rotations have changed their orientation or position in space, as well as that of 2-D and 3-D shapes C • T • KC1 • KC2
- communicates, represents and compares situations where they have identified and/or used simple transformations to change the orientation and position of shapes and familiar objects (including themselves). They use verbal description, drawings, tracings, photographs or prints C • T • KC1 • KC2
- uses simple transformations to predict position and orientation when making personal and collective plans, constructing, or locating and producing spatial arrangements and patterns. In • Id • T • KC3 • KC6

2.13
Predicts, describes and represents the result of using combinations of reflections (flips), translations (slides) and rotations when arranging shapes, searching for patterns and describing pathways. T • C • KC1 • KC2 • KC6

Examples of evidence include that the student:

- uses ‘flips’, ‘slides’ and rotations to describe movements when matching congruent figures, and when creating patterns with congruent figures; uses ‘rotate’ and ‘slide’ when describing movement between locations C • T
- creates a tessellation from regular polygons (eg pattern blocks) T • KC6
- describes the repeating element of the tessellation, and how it was moved to create the tessellation T • KC2
- plans and predicts the result of a combination of reflections, translations and rotations. T • F • KC3 • KC6

3.13
Analyses the result of a series of flips, slides, rotations and reflections and translations and uses scales to undertake enlargements and reductions of figures and objects. T • C • KC1

Examples of evidence include that the student:

- uses positional language and measurements of distance and angle (as fractions of rotation) to explain the results of reflections, translations and rotations C • T • KC2
- explains which figures produce a tessellation by reflections, translations or rotations alone, and which produce a tessellation with a combination of transformations, using appropriate software C • T • KC2
- produces enlargements and reductions of figures using simple scales, grid paper and interactive drawing software T • KC7
- uses spatial language to describe what changes and what stays the same when a figure or solid is enlarged or reduced. C • T • KC2
Strand: spatial sense and geometric reasoning

Students develop their capacity to think about and describe geometrical form, using a variety of spatial attributes, in more abstract and precise formulations. T • C

This includes such learning as:

- describing locations within their local environment, and pathways between these locations, using natural and constructed reference points, directions, distances, grids and time. Students produce oral presentations to communicate these locations and pathways to others, using maps, scales and models C • Id • KC2

- understanding orientation, order, relative position and pattern of movement T

- following directions and making plans that require moving between locations in their environment C • KC3

- appreciating and exploring that, for some cultures, spatial relationships (eg pattern, orientation, relative location and order) are more central to daily life than number and measurement In • Id

- exploring and representing shape and space through drawing and practical work, using a wide range of materials C

- selecting and using software programs to generate and transform graphic images, and to solve problems. C • KC6 • KC7
1.14

Uses everyday and positional language and makes informal maps to represent their location and familiar places. \textit{In} \textit{T} \textit{C}

Examples of evidence include that the child:

- uses positional language (eg next to, to the right of, between) and reference points or landmarks to describe locations, pathways and arrangements. \textit{C} \textit{T} \textit{KC2}

- produces sketches and informal ‘bird’s-eye view’ maps to represent familiar locations and pathways between locations, paying attention to relative position and orientation. They also use sketches and maps produced by peers. \textit{C} \textit{T} \textit{In} \textit{KC2}

- produces sketches and informal plans to represent arrangements of figures and solids, paying attention to relative position, shape and order. They also use sketches and plans produced by peers to arrange a collection of solids. \textit{C} \textit{T} \textit{In} \textit{KC2} \textit{KC3}

- represents locations, pathways and arrangements using constructions and models. They use sketches, informal maps and plans produced with pencil and paper or with drawing software. \textit{C} \textit{T} \textit{KC2}

- uses sketches, informal maps and plans to organise personal and collective activities. \textit{C} \textit{T} \textit{KC3}

2.14

Uses positional language and measurements to formally map location and arrangements. \textit{T} \textit{C} \textit{KC2}

Examples of evidence include that the student:

- gives and follows directions from a chosen reference point, using positional language and measurements of distance (eg paces, metric units, directions (fractions of a rotation)). They choose the best pathway from a number of alternatives. \textit{C} \textit{T} \textit{KC2}

- represents and communicates information about familiar locations and pathways between locations. They use unscaled maps that show distance and direction, or maps based on a coordinate grid. \textit{C} \textit{T} \textit{KC2}

- produces electronic plans of arrangements of objects to represent different views (eg top, left, right and back view). \textit{C} \textit{F}

- identifies key features of maps and plans produced by peers, and uses them to locate objects or construct arrangements. \textit{C} \textit{T}

3.14

Produces, uses and critiques scaled maps and plans and envisages alternative possibilities. \textit{F} \textit{T} \textit{KC3}

Examples of evidence include that the student:

- describes and represents the same location from different reference points. \textit{C} \textit{KC1} \textit{KC2}

- measures distance, directions (as compass directions), angle (as fractions of rotation and degrees) and time to describe locations, pathways and arrangements of objects from different reference points. \textit{T} \textit{C} \textit{KC2}

- critiques maps and plans produced by peers. \textit{C} \textit{T} \textit{KC1}

- produces scaled plans (including isometric sketches) to represent preferred future views of familiar locations. \textit{F} \textit{KC3} \textit{KC6}
Humans are innately curious about their world. Science provides a rational way of understanding the physical world that enables all people to be questioning, reflective and critical thinkers. As a ‘way of knowing’, science can be used by people to explore and explain their experiences of phenomena of the universe. It is rarely pursued in isolation from its uses in the world. The nature and practice of science builds on traditions of observation and inquiry found in many cultures. Viewing experiences, ideas and phenomena through the lenses of diverse cultural sciences provides a breadth and depth of understanding that is not possible from any one cultural perspective.

Every culture has its own ways of thinking and its own world views to inform its science. Western science is the most dominant form of science but it is only one form among the sciences of the world. Through conjoint thinking and the identification of boundaries between ways of knowing, values and insights provided by the sciences of diverse cultures can be mutually supportive.

Scientists are part of the world they study: their observations, the data they collect, and how they make sense of these are influenced by factors such as prior experiences, understandings and values. Factors such as culture, ethics, economics, power and relationships influence the pursuit of science. In turn, the scientific knowledge that is valued, and the ways in which science is used to shape the world, can be affected by the most powerful groups in societies.

Science is a collective human activity that uses distinctive ways of valuing thinking and working in order to understand the natural world. Openness to new ideas, intellectual honesty, and critical evaluation of data and arguments are thus fundamentally important to both scientific understanding and working scientifically.

Scientific inquiry is based on available evidence and current explanatory models, through which it is organised and processed. Resultant explanations are necessarily tentative and continually evolving, as the body of available evidence and the organising models evolve through further investigations and testing. Much contemporary science knowledge is driven and made possible by technological advances, and science understandings themselves contribute to technological development.

Science education develops ability and aptitudes in learners to make inquiries about nature through observations and experimentation. It enhances their understanding of phenomena of the natural world, nurturing a rich desire to respect and love nature, and live as part of it.
Science education contributes to developing scientifically literate global citizens who will better be able to make informed decisions about their personal lives and how environments can be sustained. By being open-minded to evidence and questioning results, learners are able to contribute their ideas to public debates with authority. They gain self-confidence and become empowered to invent, shape, and influence their future.

Like scientists of the past and present, learners appreciate that current scientific knowledge continues to evolve. Their understandings, explanations and theories about the world are constructed through critical literacy and numeracy skills such as questioning, exploring, hypothesising, collecting and interpreting evidence, and communicating. They build on past experiences and challenge their own understandings as they work scientifically. Learners evaluate their own ideas and compare them with other viewpoints as they move between theory and evidence.

What children and students believe about the natural world around them, and the way they understand their own place in it, has an impact on their science learning. Similarly many factors affect the culture of science itself. Thus science education is only successful when it can find a place in the cognitive and sociocultural framework of the learner.

Learners who appreciate the part science plays in shaping our cultural and intellectual heritage, and who understand how science itself is shaped by this heritage, are better able to exercise their Australian and world citizenship.

The science Learning Area aims to develop in all students:

The capacity to use, develop and apply scientific knowledge by:

- investigating, explaining and predicting events, and devising solutions in their everyday endeavours in their physical, social and biological worlds
- communicating scientifically to different audiences for a range of purposes
- using science to link with, and across, other Learning Areas, with lifelong learning, work and community contexts.

The understanding that science is a social construction by:

- acknowledging that aspects of scientific thinking are carried out by all people as part of their everyday lives in ways that contribute to their personal and social wellbeing and identities in a range of contexts, including cultural, environmental and economic
- appreciating the evolutionary nature of science and scientific knowledge as a human endeavour with its own histories and ways of contributing to society
- recognising that diverse cultures may have different science systems and that this influences how scientific knowledge develops and is used
- contributing to public debate and decision-making about science.

Positive attitudes, values and dispositions related to science, which involve:

- being open to new ideas, being intellectually honest and rigorous, showing commitment to scientific reasoning and striving for objectivity, and pursuing and respecting evidence to confirm or challenge current interpretations
being confident and optimistic about their knowledge, skills and abilities to satisfy their own questions about the physical, biological and human-constructed worlds

- recognising and valuing diverse cultural perspectives in and through science
- thinking, planning and making decisions that include ethical consideration about the impact of the processes and products of science on people, future generations and environments
- considering careers, paid/unpaid work, further education and training in science.

The SACSA Framework and ESL students

In supporting teaching and learning for ESL students and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
Science

Curriculum Scope and Standards

Science is organised into four conceptual strands, each with its characteristic scientific knowledge and ideas. The strands are earth and space, energy systems, life systems and matter—which are based on earth and space science, physics, biology and chemistry respectively. The processes involved in working scientifically are interwoven into each of the conceptual strands. When children work scientifically through these strands they are learning to investigate science, to use science, to critique science and to act responsibly in science. T • KC1 • KC6 Working scientifically is the essence of science, which is never pursued in isolation from its uses in the world. These uses always have social implications—they affect people, other species and environments. In practice, it is how science is used in the world which makes it an important area of study. Therefore any curriculum planning in science should involve elements of science investigation, and study of the implications of science for people and our world. In

Working scientifically involves interactions between existing beliefs, the goal of better understanding, and the processes and methods of exploring, generating, testing and relating ideas. It involves a number of attitudes and dispositions: T • KC6

- asking questions and valuing a range of ideas and seeking explanations in solving problems KC6
- respecting ideas and relationships, planning evidence and logical and creative reasoning KC3
- open-mindedness, critical-mindedness and persistence KC1
- scepticism about evidence and arguments T
- honesty and openness to new ideas and technologies KC7
- developing ethical behaviours and safety for self and others KC4
- regard for the consequences of decisions and developing a sense of connection and responsibility for the wellbeing of the living and non-living components of environments F
- understanding the provisional, expanding and constructed nature of knowledge.

Each science strand is characterised by two scientific ideas. These scientific ideas form the basis for the Key Ideas in each strand at each level of schooling.
Working scientifically

When working scientifically students in the Primary Years ask investigable questions, sometimes with the assistance of scaffolding, about things that interest them. KC6 They plan investigations; collate evidence, find patterns in data; make summaries, draw conclusions and seek explanations for their observations. KC3 • KC5 • KC6 Students at this level are encouraged to collect data using a range of equipment, and to continue to solve practical problems. KC1 • KC6 • KC7 They predict, observe and produce hypotheses they can test. KC6 Students in the Primary Years make measurements using standard units and use a variety of ways to report their findings. KC5 Working collaboratively or in teams, they question how and why evidence was gathered and identify ways their investigations could have been fairer. KC1 • KC4 They investigate work in the community which involves the use of science. KC6 Students identify the science discussed in the media that is having or may have an impact on their future lives. They use science to question the ways in which people are making changes to the natural and social worlds, and as a result take ethical action to create more just social and environmental practices. T • C • F

Literacy, numeracy and information and communication technologies in science

Through science learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in literacy to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in different contexts. This learning is evident in science when students use specialised language and texts to, for example, report on and explain scientific processes and develop hypotheses. Another example is when learners use the techniques of argument, spoken and written, to critique the impact of science on our community and suggest directions for the future.

Learners develop and use operational skills in numeracy to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to
measurement, spatial sense, patterns and algebra and data and number. This learning is evident in science when, for example, students pose hypotheses based on generalisations made from existing data, develop accuracy in measuring and interpreting data, identify patterns in nature and behaviour and use formulae and calculations.

Learners develop and use operational skills in **information and communication technologies** to critically design and construct texts, search for and sort information, and communicate with others. Examples of this learning are evident in science through the use of simulation and modelling software, the electronic collection, analysis, interpretation and presentation of data and the use of specific equipment such as data logging systems.
Strand: earth and space

Students explore increasingly sophisticated ideas and concepts, such as the interdependence within habitats of plants, animals and the physical world, or the observable effects of movements of the earth’s crust. In • KC1 Through digital and electronic resources and personal observations during field trips, students learn about changes to the earth’s surface and factors such as weather that contribute to this change. C • T • KC2 • KC7 They design and make equipment, such as a rain gauge, for measuring aspects of weather and devise ways for representing data and keeping records. T • C • KC2 • KC3 • KC5

Students use prior experiences and knowledge generated through stories to challenge their current ideas about the earth, moon and the sun and their interrelationships. T • KC1 They continue to observe and ask questions about features of the day and night sky. T • C • KC6

Following are the Key Ideas that comprise the earth and space strand.
Strand: earth and space

Students analyse how the earth sustains life and understand and report that the earth is continually changing.

This includes such learning as:
- identifying and using internet tools to research natural materials, environments and other organisms that they and their communities need, and how these resources can be sustained for future generations.
- observing, and accessing and collecting data and other information about, changes in local environments, including periodic changes (e.g., day and night, seasonal changes, tides), steady changes (e.g., a shifting coastline, the weathering of buildings), violent changes (e.g., the damage of a storm, the flooding of a river), irregular changes (e.g., drought, bushfires). Students investigate, using online services/sites, the impacts of these changes on living things and landscapes.
- studying soils and recognising the importance of maintaining soil quality, by examining the texture and composition of soils and planning investigations to compare different soils’ capacities to retain water, and by growing plants of various kinds.
- working in groups or in teams to design and make instruments to measure aspects of weather (e.g., wind speed and rainfall).
- investigating patterns and movement of clouds and associating them with changes in the weather. Students research and compare the indicators (e.g., cloud patterns, wind direction, animal activity) used in weather forecasting by Aboriginal and Torres Strait Islander peoples and people from diverse cultural groups.
- using electronic sources of information to compare their present environments with images or descriptions from 20, 60 or 150 years ago. Students discuss how human activities have led to changes in things like water quality and to habitat destruction.

Students use information and communication technologies and a variety of other resources to develop their own explanations about the relationship between the earth, sun and moon.

This includes such learning as:
- using diverse ways of illustrating current understandings of the relationship between the earth, sun and moon.
- using data collected from observations of devices such as shadow sticks and sundials to develop explanatory models for daily observations of the sun’s position.
- using simulation programs to analyse and compare conditions for sustainable life on the earth with those on the moon.
- using e-mail and websites and/or information from local astronomers to find out about different means of exploring the solar system, including telescopes and space probes.
- recognising and appreciating the traditional and diverse knowledges of Aboriginal, Torres Strait Islander and other indigenous peoples about the sun, moon, planets and stars.
1.1 Identifies and shares information about features of their natural and built local environment that affect living things, including themselves.

Examples of evidence include that the child:
- determines whether features are natural or built, and examines the similarities and differences between them
- considers local weather patterns, collects data, represents it electronically and relates it to activities in daily life, showing how their life and that of others is affected
- relates the weather of the day to other daily activities (eg explaining why it is essential to put on sunscreen or wear a hat for outside play)
- poses questions about, and takes action on, an issue at home or school that has environmental implications.

1.2 Compares the apparent position of the sun to patterns of behaviour in everyday life.

Examples of evidence include that the child:
- observes and records patterns in shadows (eg describes their own shadow at different times through a day)
- describes and/or models features of day and night
- illustrates how diverse cultural groups manage their lives with respect to the effects of the daily and seasonal positions of the sun.

2.1 Expresses ideas about changes that occur in their local environment, and considers implications for sustainable environments.

Examples of evidence include that the student:
- classifies and compares properties of local soil samples
- communicates the steps people take to reduce the risk of degradation of natural environments (eg bushfires, soil erosion)
- describes situations where people have altered landscapes for such activities as farming and city living, and explores long-term implications
- collects information about the weather using simple instruments (eg thermometer, rain gauge) and online sites, and discusses emerging patterns with others.

2.2 Explores the apparent motion of the sun in relation to the earth and develops models of their understanding.

Examples of evidence include that the student:
- designs and plans sticks or sundials to measure shadows during different times of the day and year
- shares stories by Indigenous people and compares different explanations about changes of the apparent movement of the sun
- uses digital and electronic technologies to explore ideas about the relationship between the earth, sun and moon.

3.1 Describes the characteristics that sustain life on the earth and changes to these characteristics and their impact over time.

Examples of evidence include that the student:
- collects rocks and uses their properties to sort, classify and suggest possible uses
- appraises and communicates the effects of different management techniques on environments
- critically examines the ethics of mining in national parks, and presents their views about alternative possibilities for the future
- uses videos, websites and recordings to study natural changes to the earth’s surface.

3.2 Describes various components of the solar system and the effects of these on our everyday lives.

Examples of evidence include that the student:
- uses electronic information sources to research in order to compare and contrast features of the earth with those of other planets
- suggests what they would need in order to migrate to, and survive on, another planet
- maps the position of the Southern Cross or moon over a period of time
- gives explanations of events such as eclipses and phases of the moon.
Strand: energy systems

Students at this level are introduced to the scientific ideas underlying the operation of a range of everyday devices involving electricity, light, heat, sound and movement. They assess the importance and value of conserving energy. They analyse personal energy use and write scenarios to describe how they could better use energy in the future. They describe evidence in support of simple scientific ideas, such as how magnets are used to make things move, or what components are needed in electric circuits. They devise investigations to explore the properties of different energy types, such as sound and how it is produced, changed and used; or light and how it reflects from different mirrors.

Following are the Key Ideas that comprise the energy systems strand.
**Strand: energy systems**

**Key Idea**

Students identify some energy sources, critically analyse current patterns of energy use and write scenarios to describe how they and others could better use energy in the future. \(F \cdot Id\) \(C \cdot KC1 \cdot KC2\)

This includes such learning as:

- using packaging labels and advertising materials to identify which foods are the major energy sources for people \(T \cdot C\)
- surveying and analysing the ways in which local people (eg bakers, council workers, dentists) and businesses (eg factories, farms) use energy \(In \cdot C \cdot KC1 \cdot KC5\)
- recognising that different human activities (eg sleeping, running, riding in a car, working in different paid and unpaid work situations) require different amounts of energy \(T \cdot Id\)
- identifying and discussing through electronic means the different ways people use alternative energy sources at home, in the workplace and in recreational activities \(C \cdot Id\) \(KC1 \cdot KC2 \cdot KC7\)
- writing scenarios about how energy can be better used in their lives and in their communities \(F \cdot C \cdot KC2\)
- analysing energy-using devices (eg toys, television, bicycle) to identify energy sources, energy receivers and chains of energy transfer. Students represent their results in diagrams, multimedia presentations or posters. \(C \cdot KC1 \cdot KC2 \cdot KC7\)

**Key Idea**

Students analyse and chart sequences of energy transfer through items such as toys, home appliances and personal transport. \(T \cdot C \cdot KC1 \cdot KC5\)

This includes such learning as:

- investigating energy transfer in a number of situations, including the playing of musical instruments. Students understand that pitch and loudness can be controlled by the design of the instruments (eg xylophones, guitars, pan pipes and cymbals) \(T \cdot C \cdot KC6\)
- investigating, using fair tests, the most effective ways to give motion energy to objects such as a ball, a balloon, a scooter or a musical instrument \(T \cdot KC3 \cdot KC6\)
- identifying, analysing and representing energy transfer in their homes, workplaces and other social/cultural recreational spaces, reflecting on ways of making energy transfer more efficient, and identifying opportunities for community education and training \(T \cdot In \cdot C \cdot KC1 \cdot KC2\)
- solving problems associated with energy use within the context of design and technology (eg designing ways to light dark corners and to improve the acoustics in rooms) \(T \cdot C \cdot KC6\)
- formulating questions, carrying out investigations and presenting information about common energy transmission (eg the formation of shadows, rainbows, echoes, thermos flasks for lunch/ice box and string telephones) \(T \cdot C \cdot KC2 \cdot KC3 \cdot KC6\)
- comparing different machines or materials (eg microwave ovens with electric ovens, mobile telephones with land line telephones, egg whisks with eggbeaters, different kinds of thermal insulation used for particular purposes) and expressing views about how effectively they work. \(T \cdot KC2 \cdot KC7\)
1.3 Identifies sources of energy and describes the ways in which energy is used in daily life.

Examples of evidence include that the child:
- explores and discusses the sources of energy for a variety of common devices (e.g., the battery in a torch, the spring in a toy, the rider on a bike, wood in a fire) T • KC1 • KC2
- sorts and classifies pictures of devices into groups that use similar sources of energy to operate them (e.g., batteries, wind, springs, fossil fuels) T • C • KC1
- recognises the different ways energy is used by them and their family, and discusses in class how to avoid wasting energy and why this is important. KC1 • KC2

1.4 Poses questions and explores the ways in which different objects move. T • KC2

Examples of evidence include that the child:
- contributes to brainstorming on how particular toys might move KC2
- classifies toys according to how they move T • KC1
- explores and compares the motion of similar toys (e.g., battery operated, spring operated, and hand-pushed toys), using simple measurement techniques with either standard or non-standard units T • KC1 • KC2 • KC3
- communicates their findings and sets up a simple spreadsheet on how far each toy travelled. C • T • KC2 • KC7

2.3 Identifies, plans and acts on ways in which they can better use energy in their lives.

Examples of evidence include that the student:
- identifies a number of major energy sources in their daily life, and links sources with uses (e.g., electricity linking with toaster or photo scanner, gas with heater, solar with hot water) Id • KC1
- identifies where wastage could occur and communicates ways of reducing this F • C • KC1 • KC2
- demonstrates understanding of energy conservation knowledge and skills. F • In • T • KC2

2.4 Identifies, observes and describes energy transfer, such as light, sound, heat or movement, through common objects.

Examples of evidence include that the student:
- observes, analyses and explains how various musical instruments produce sounds, and compares their findings with those of other members of the class C • T • KC1 • KC2
- traces and charts energy transfer through their mechanical toys and the forms of transport they use in their everyday life C • Id • KC3
- creates a multimedia product that explains the transfer of energy/heat/sound. KC6 • KC7

3.3 Investigates and reports on patterns of energy use in the home, school and other places.

Examples of evidence include that the student:
- designs an appropriately matched and ethical survey procedure and measuring instrument for patterns of energy use (e.g., traffic survey) C • KC3
- presents information on patterns of energy use (e.g., the number of vehicles and passengers per vehicle using a nearby road over a period of time) C • KC2
- makes recommendations on how energy use could be minimised, based on identified patterns of use F • T • KC2
- identifies personal and family energy use; proposes, carries out and evaluates the success of strategies to reduce this; and calculates the environmental impact before and after the strategies were employed. T • C • F • KC1 • KC5 • KC8

3.4 Uses the idea of force to describe and explain different ways of transferring energy.

Examples of evidence include that the student:
- identifies forces involved in energy transfer in such things as electric currents, musical instruments and simple machines T • KC1 • KC7
- designs and makes a simple model or multimedia simulation of an electrical or mechanical device, and describes force and energy transfer T • C • KC3
- describes electrical and mechanical devices, using terms such as source, receiver, force, energy and efficiency. In • KC2
Strand: life systems

Students in the Primary Years are fascinated by, and curious to explore and understand, the world around them, in terms of the internal and external features and functions of living things, including themselves. They use scientific equipment, such as hand lenses, to extend their senses and develop ways to record and report their findings. Primary Years students are natural theorists about the diversity of living things and the way they grow and reproduce. They investigate their local environments (e.g., school grounds, nature reserves, aquaria) in order to develop an understanding, and appreciate the diversity, of living things. They use imaging to construct and share futures scenarios of possible, probable and preferable environments, and take appropriate local action.

Following are the Key Ideas that comprise the life systems strand.
Strand: life systems

Students pose questions and seek explanations about the internal and external features of living things in order to better understand the supports of life in particular environments. In • T • C • KC6

This includes such learning as:

- using microscopes, field glasses and hand lenses to extend the senses, in order to examine external features of animals and plants and internal features of plants. They hypothesise about the purpose of these features T • KC6 • KC7
- observing and identifying similarities and differences in structure, and posing and investigating questions about living things (eg Do all plants have the same flowers/leaves/seed capsules?) T • C • KC1 • KC6
- classifying plants and animals into a range of groups, including flowering plants/non-flowering plants, flying/non-flying and vertebrates/invertebrates T • KC1
- identifying, labelling and sharing ideas about the survival features of particular plants and animals (eg thorns, woody seeds, hard shells and birds’ beaks) T • C • KC2
- looking at the complementary needs of plants and animals Id • In
- understanding that humans have responsibilities to care for environments and for living and non-living things, while developing solutions, and planning and acting, to rectify environmental damage or to ensure that environmental damage is avoided and habitats are conserved In • KC3 • KC6
- recognising and investigating a variety of relationships between living things, including parasitic relationships (eg mistletoe) and symbiotic relationships (eg native birds with particular types of plants) In • KC1
- appreciating that living things depend on each other and on environments for survival, and exploring the effects of humans and introduced species on environments through interactive simulations and software programs. In

South Australian Curriculum, Standards and Accountability Framework
Investigates the features and needs of living things, and demonstrates an understanding of their interdependence with each other and the physical world.

Examples of evidence include that the child:

- explains the nature of plants and animals, and considers growth, reproduction, food sources, specific physical features, body coverings, teeth, limbs and body parts.
- classifies objects into living/non-living/once-living categories.
- poses a simple question or makes a statement about personal features and development.
- takes into account the ‘needs’ of living things, including those of different human groups (eg designing and constructing appropriate models of enclosures that address issues such as shelter, need for space, food, water, recreation).
- explains how plants and animals are dependent on their environments.

Explores relationships between living things by posing investigable questions about features and functions.

Examples of evidence include that the student:

- presents features of plants in a diagram (eg leaves, stems, roots, tendrils, flowers, fruit).
- describes the functions of a feature of an animal through the use of a multimodal presentation (eg the shell of a snail provides protection and shelter).
- poses investigable questions (eg Which flowers attract bees? What evidence of animals is found in spiders’ webs?) to plan and carry out an investigation to establish a relationship between features and functions.
- uses a hand lens and/or light scope to identify and describe specific details of living things (eg veins of a leaf, overlapping scales on a fish, the eye of a fly).

Explains the interrelationships between systems within living things, and between living things in ecological systems. They relate these ideas to the health of individuals and to threats to the sustainability of ecological systems.

Examples of evidence include that the student:

- answers questions posed by teachers and peers about the function of major organs in the human body and their relationship to other major systems.
- uses strategies promoting conservation to collect and compare features of plants found in local environments (eg root systems of weeds, flowers of flowering plants).
- identifies and labels key parts of human organ systems and researches ways of keeping them healthy.
- demonstrates and reports on understanding of producers and consumers of a food chain.
- gathers information, using digital and electronic technologies, to identify and describe the factors that led to disturbance of a local ecological system, and explores alternatives for the future.
Strand: life systems

Students construct and explain their ideas about the diversity of living things and how they reproduce and grow. They identify and communicate the importance of maintaining diversity of living things in order to sustain life on earth. F • C • KC2

This includes such learning as:

- working in groups or teams to devise and plan multimedia presentations to show changes in the properties of living things over time C • KC2 • KC3 • KC4 • KC7
- investigating the life spans of some common living things (e.g., butterflies or humans), and constructing and explaining to others their representative mental models, such as through concept maps C • T • KC1 • KC2
- examining examples of Aboriginal and/or other indigenous people’s knowledge and use of particular plants and animals in the past and present for food, clothing, shelter, medicine, tools. They analyse the ways in which diversity was and is maintained. F • KC1
- describing changes during the life cycles of familiar living things (e.g., legumes, ferns, fungi, amphibians, mammals, birds), and watching flowering plants or insects go through stages of birth, growth, development, and death F • C • KC2
- working collaboratively or in teams to research online how and why some animals and plants have become extinct (e.g., dinosaurs), some are vulnerable, and others (e.g., feral animals and plants) will take over natural environments unless appropriately managed. C • KC1 • KC4 • KC7
1.6 Explores their own stages of growth and those of other living things. They develop personal future timelines. F • Id • C • KC6

Examples of evidence include that the child:
- illustrates changes such as seed to tree, using appropriate terms (eg shoots, roots, buds, leaves, stems)  
  T • C • KC2
- describes their own milestones from birth to present and predicts possible markers for their futures (eg constructing timelines)  
  F • Id • C • KC2
- predicts, measures and records the growth of a seed in optimum conditions at different times of the year, using standard and non-standard units.  
  T • C • KC2 • KC5 • KC6

2.6 Communicates understandings of life cycles and the importance of diversity for the future. F • T • C • KC2

Examples of evidence include that the student:
- explains an example of sustainable plant or animal use by Aboriginal or other indigenous people, past and present C • KC2
- conceptualises and represents, using appropriate terminology and diagrams, models or simulations, the sequence of stages of a life cycle, including identification of stages  
  T • C • KC1 • KC2 • KC3
- uses a futures wheel to explore the implications of reduction in diversity, and plans and carries out actions to support ecological diversity by constructing and situating nesting boxes  
  F • KC3
- compares life cycles of different living organisms and explains the interdependence of diversity of life forms. Id • In • KC1

3.6 Identifies, analyses and communicates confidently the similarities and differences in the ways that living things reproduce, and considers the ethics of related issues. F • T • C • KC1 • KC2

Examples of evidence include that the student:
- describes similarities and differences between the processes of reproduction of plants and animals T • In • KC1 • KC2
- communicates using appropriate terminology (eg fertilise, sperm, ova) and technologies C • KC2 • KC7
- plans and carries out an investigation in order to observe and identify the function of parts of a flower T • In • KC3
- compares the life cycles of flowering plants and animals, describing the stages of growth and the means of reproduction  
  T • C • KC1 • KC2
- researches issues related to reproductive technology and communicates opinions on the impact of these processes on society.
Strand: matter

Students design and carry out investigations using fair testing to explore and describe the different properties of commonly used materials, such as fabrics, and relate the results to the uses of the materials. **T • KC3** For example they explore the water absorbency of a range of materials for use as dish cloths or raincoats.

Students observe and report the stages at which changes to materials occur. **T • KC2** They are interested in their local environments and consider properties of materials with respect to composting, recycling and reusing. **T • In** Through this learning they develop attitudes and values and devise ways of taking appropriate action for future environmental sustainability. **F • KC6**

Following are the Key ideas that comprise the matter strand.
Strand: matter

Students plan, design and carry out investigations to determine the properties of materials, and present their findings. C • T • KC3

This includes such learning as:

- examining the visible structure of common materials, using microscopes or hand lenses, and sorting materials according to particle size and shape (eg sugar, salt and flour) T • KC1
- presenting their understanding of the ways common materials (eg water, wood, metals, fabrics) are used, and why those materials are used in preference to others C • T • KC2
- working with others or in a team to design and carry out investigations to compare or measure (using standard units) the properties of materials (eg strength, flexibility, conductivity, solubility, buoyancy), by controlling variables, using 'fair tests', and relating the properties to the uses of the materials T • C • KC3 • KC4 • KC5
- investigating the relationship between the shape and characteristics of materials (eg to make stronger bridges and planes that fly further), and identifying the limitations of their investigations T • In • C • KC6
- testing a range of materials for certain properties (eg water resistance of cloth for its usefulness as a raincoat fabric, the softness of facial tissue, and the soil moisture retention properties of mulches). Students compare the performance of different manufactured products (eg paper towelling, bubble solutions and sticky tapes) T • In • KC6
- investigating the packaging of common items (eg food or toys). Students consider the properties of materials and product protection, the mathematics of shape and volume, and issues such as economic and other appropriate use of materials and community reduction in unnecessary packaging T • C • KC5 • KC6
- finding out about how various materials and scientific processes are used in paid and unpaid work, by interviewing people (eg a vet, home-carer, national park ranger, plant nursery worker, canteen manager, groundsperson) to find out why and how they use specific materials and processes, and what alternatives there are. C • KC2 • KC6
Identifies properties of materials that are observable through the senses and recognises the uses of these materials. \text{T • C • KC1}

Examples of evidence include that the child:
- classifies materials as solids, liquids and gases by using their senses \text{Id • C • KC1}
- appropriately uses adjectives (eg hard, runny, wet, smelly) when describing properties of materials \text{C • KC2}
- investigates the effectiveness of packaging materials in keeping food fresh (eg paper, plastic wrap, cloth, alfoil) \text{T • KC6}
- sorts recyclable objects such as paper, metals, glass and plastics on the basis of their ‘parent’ materials. \text{T • KC3}

At Standard 1, towards the end of Year 2, the child:

Designs an investigation to explore properties of common materials, explaining why they have particular uses. \text{T • C • KC2 • KC3 • KC6}

Examples of evidence include that the student:
- analyses the properties of a common material (eg fabric), identifies how it is made, its flammability and its strength, and communicates findings \text{C • KC1 • KC2}
- selects a property, designs and conducts a simple ‘fair test’ (eg test fabrics for stretchability) and records and reports findings electronically \text{T • C • KC2 • KC3}
- relates the properties of common materials to their use (eg using lycra for swimsuits, waterproof material for raincoats). \text{T}

At Standard 2, towards the end of Year 4, the student:

Describes the structure of some common materials, explains how materials are used for different purposes, and understands their impact on the environment. \text{F • In • T • C • KC1 • KC2}

Examples of evidence include that the student:
- describes the visible structure of materials using adjectives such as grainy, porous, fibrous, powdery and spongy \text{T • C • KC2}
- predicts and sets up a ‘fair test’ to determine which material would be most absorbent \text{T • KC6}
- researches the effects of common materials on environments, and presents their investigative findings and considered position to a school assembly. \text{C • F • In • KC1 • KC2}

At Standard 3, towards the end of Year 6, the student:
Strand: **matter**

Students study and report on the stability and changes that occur in materials in and around their homes and relate these to processes, attitudes and future needs.  

This includes such learning as:

- investigating and describing reversible and irreversible changes to material states (eg whipped cream, boiled eggs, bread, salt/sand mixtures, cooked pizza, melted ice, wax, decomposition of garden waste, and corrosion of metals)  
- comparing alternative processes for preserving and distributing foods (eg drying, freezing, smoking, preserving, canning), the ways in which these construct the nature of work in homes and relevant industries, and their implications for natural environments  
- critically examining properties of materials with respect to composting, recycling and reusing. They set up safe investigations, collate data, create databases, make informed decisions and take appropriate action  
- describing changes of state from solid to liquid, liquid to gas and vice versa (using common materials such as water vapour, water and ice) and relating these to energy use in their homes and other places in their communities  
- identifying some issues with environmental implications (eg litter on a beach, polluted water or air) and discussing why the issues exist. Students take part in projects that involve planning and taking appropriate action to address the issues, including consideration of new problems arriving from the solutions arrived at.
1.8 Identifies and predicts materials that change and do not change. T • KC1

Examples of evidence include that the child:
- predicts changes that occur in food during the storage, preparation and cooking process T • KC6
- chooses one property of a material, plans an investigation, and observes changes over time T • KC1 • KC3
- works with others or in teams to contribute ideas about how to make investigations about materials fairer T • C • KC4 • KC6

2.8 Predicts, investigates and describes changes in common materials when acted upon in various ways. F • C • KC6

Examples of evidence include that the student:
- investigates variables which determine the rate of change (e.g., dissolving sugar in water) T • F • KC1
- predicts, plans and safely conducts an investigation to find out which materials will compost In • KC3 • KC6
- organises and presents findings in multiple ways about changes in materials over time (e.g., diagrams, tables, slide show presentations) C • KC2 • KC3
- debates the value of composting, recycling and reusing materials for the sustainability of future environments and human life. F • C • KC2

3.8 Uses the changes in properties and uses of materials in product life cycles. T • C • KC1

Examples of evidence include that the student:
- explains how the behaviour of particles affects the properties of materials. They demonstrate the behaviour of particles in solids, liquids and gases (e.g., by participating in a role-play) T • C • KC2
- reviews and evaluates processes of recycling, re-using and disposal and when these are appropriate T • C • KC3
- uses websites and search engines to research world reserves of fossil fuels, evaluates their use and distribution, and communicates these findings to others. C • KC1 • KC2 • KC7
The complexities and contradictions arising from rapidly changing technologies; unequal distribution of wealth and power; global interdependence; the dynamic nature of social, economic, political and ecological systems; the changing nature of work, and social practices around paid and unpaid work; and the need for increasingly sustainable social and environmental management practices bring challenges to people in all societies. The concepts and processes employed in society and environment enable learners to think clearly about current issues confronting them and their world. Through exploring diverse perspectives on the past, and other places, cultures, societies and social systems, they widen their perspectives on today’s issues and are prepared to shape change.

Society and environment involves the study of how the life experiences and relationships of individuals and groups are shaped and characterised by particular social, cultural, religious, historical, economic, political, technological and ecological systems and structures which develop in different ways and places and at different times. The learners’ own experiences and knowledges are starting points in the challenge of discussing and taking new perspectives on ideas and issues, and there is an emphasis on understanding and participating in ethical issues concerning societies and environments.

Using inquiry learning and other processes, society and environment encourages children and students to understand and critically challenge ideas, in order to participate positively and effectively in their schools and communities. They develop the understandings, skills and dispositions to be active citizens who can make informed and reasoned decisions and act on these.

Society and environment is informed by such subjects as history, geography, social studies, economics, politics, legal studies, religion studies, environmental education, Aboriginal studies and Asian studies. Both integrated and subject discipline approaches can be used to deliver this curriculum.

The society and environment Learning Area aims to develop in all students:

- Knowledge, understanding and appreciation of:
  - societies locally, nationally and globally, and of changing environments and systems (natural, sociocultural, economic, legal and political), over time
  - the nature, causes and consequences of interactions between, and interdependence of, environments and societies
  - power, power relationships, inequality and the distribution of wealth in society
  - cultural diversity and social cohesion, and the different perspectives people have, acknowledging that these develop and change over time
  - new careers emerging from new knowledge, technologies and demographic patterns.
The skills of:
- critical social inquiry; and investigation and reflection on historical contexts, spatial patterns and relationships, social and cultural interactions and relationships, and social systems
- environmental observation, fieldwork, appraisal, analysis and action
- constructive criticism of various perspectives from contexts of the past, present and future
- evaluation of alternatives, decision-making and collaborative effort to plan and implement actions
- identification, initiation and management of personal, work and community opportunities
- constructive and positive interaction with people and environments in preparation for future opportunities in vocation, education, training and other activities.

A capacity to examine issues relating to values and attitudes in society, locally and globally, in order to enable learners to:
- understand and evaluate the implications of various decisions, actions and relationships
- critically examine and clarify the values and attitudes implicit and explicit in democratic processes, social justice and environmental sustainability
- respect and value diverse perspectives and the cultural and historical backgrounds of people, and work towards peaceful relationships
- recognise and counter prejudice, racism, sexism, discrimination and stereotyping
- envisage probable, possible and preferred futures, imagine and evaluate alternatives, and experience and appreciate their ability to influence the present and the future.

A capacity for socially responsible action:
- as a result of increasing awareness of living in an interdependent biosphere shared with all life forms, and in a local sociopolitical economy with increasing global connections
- as learners develop social and environmental consciousness, and awareness of how active citizenship can lead to contributing to improving the world around them.

In summary, the ultimate goal of learning through society and environment is that children and students develop the knowledge, skills and values which will enable them to participate, in a range of ways, as ethical, active and informed citizens in a democratic society within a global community.

The SACSA Framework and ESL students

In supporting teaching and learning for ESL students and in assessing their performance, educators should use the Scope and Standards in this Band, in conjunction with the Scope and Scales for ESL.
Society and environment expands learners’ knowledge and understandings of their own and other societies, of local and global environments, and of the interdependence between people, their society and their environment. It promotes knowledge, skills, attitudes and values that lead to active participation in their local and the global society.

The Learning Area of society and environment is organised around four strands:
- time, continuity and change
- place, space and environment
- societies and cultures
- social systems.

The four strands are interrelated and are of equal importance. The Curriculum Scope for each strand is organised around three Key Ideas which follow a particular pattern:
- knowledge in context
- skills in context
- values and active participation in context.

The framework weaves the strands together in many ways: through the integration of the five Essential Learnings, incorporating literacy, numeracy and information communication technologies, with the fundamental concepts of the area; through the processes applied in the four conceptual strands; a shared focus on equity and cross-curriculum perspectives; and through a common approach to values.

In society and environment values are important as aspects of study, as being influential in what is studied, and as a consequence of study. As learners consider people and their actions in their societies and environments over time, they investigate and analyse KC1 the influence of values, attitudes and beliefs on themselves and others. In challenging ideas KC1, they consider the importance and contested nature of values, leading to an awareness that values reflect particular ideologies and serve the interests of some groups more than others. In deciding between alternative actions KC6, they understand how values shape action, and consider how moral and ethical codes of conduct are determined by many societal influences, including family, culture, religion and work. In order to make informed choices learners come to question and explain KC2 – KC6 a diversity of viewpoints, and begin to understand the types of power that support different value systems. In this process their own values are challenged, clarified and developed.
Society and environment promotes three clusters of shared values:

- **Democratic processes** such as: commitment to individual freedom and the rights and responsibilities associated with participating in a democracy; respect for law and for legitimate and just authority; respect for different choices, viewpoints and ways of living; and commitment to ethical behaviour and equitable participation in decision-making. *KC3*

  These values contribute to learners’ understanding of what constitutes a fair and just society.

- **Social justice** such as: concern for the welfare, rights and dignity of all people; empathy with peoples of diverse cultures and societies; fairness and commitment to redressing disadvantage and oppression, and to changing discriminatory and violent practices in home and work environments. These values contribute to learners’ analysis *KC1* and understanding of what is involved in achieving a fair and just society.

- **Ecological sustainability** such as: environmental stewardship and conservation; a commitment to maintaining biological diversity; and a recognition of the intrinsic value of the natural environment. These values contribute to learners’ understanding of how ecological sustainability can be achieved, in ways that redress environmental damage caused by past and present generations and safeguard the inheritance of future generations.

**Literacy, numeracy and information and communication technologies in society and environment**

Through society and environment, learners demonstrate and further develop their skills, knowledge and understandings in literacy, numeracy and information and communication technologies.

Learners develop and use operational skills in **literacy** to understand, analyse, critically respond to and produce appropriate spoken, written, visual and multimedia communications in different contexts. This learning is evident in society and environment when, for example, students learn to use specialised language and texts to describe, reflect on and debate social and environmental concepts. Students learn, for example, that terms and phrases such as global communities, ecologically sustainable development and social cohesion have a particular meaning in the context of this Learning Area.

Learners develop and use operational skills in **numeracy** to understand, analyse, critically respond to and use mathematics in different contexts. These understandings relate to measurement, spatial sense, patterns and algebra and data and number. This learning is evident in society and environment when, for example, students use and understand the concept of time, when they use spatial patterns, locations and pathways in the form of maps, and they gather and analyse data for social decision-making.

Learners develop and use operational skills in **information and communication technologies** to critically design and construct texts, search for and sort information, and communicate with others. This learning is evident in society and environment when, for example, students use specific technology such as Spatial Information Systems (including Geographical Information Systems) and when they manipulate data in graphic form. It is also evident when students communicate and share ideas and data locally and globally, and critically analyse the impact of emerging information and communication technologies on social groups.
Strand: time, continuity and change

The emphasis in this strand is on understanding and valuing the past in people’s lives, and the development of critical thinking for the present and futures. T • F • KC1 Concepts of time, continuity, change, causation and heritage are fundamental. These concepts are used to interpret and explain significant events, issues and patterns of change in Australia and other societies; and to investigate the roles, intentions and motives of individuals and groups. In • T • KC1 • KC2 Australia’s place in the world, the past, present and future global contexts in which Australia operates, and how and why these have changed are important themes. Id Students learn skills to evaluate various sources of information, use historical processes to expand their perspectives on current issues, interpret and present ideas, and so come to grapple with the question of what it means to be Australian. F • Id • T • C • KC1 • KC2

Students in the Primary Years build on their growing knowledge and skills to carry out detailed studies of the past, and to discuss fully ideas of continuity and change over time. Their understandings are developed by focusing on ways of life and events significant for children, families, schools and communities. Id Students imagine the world beyond their immediate experience, in the past, or in other places, by using varied sources and technologies. KC7 They understand interdependence of people by examining patterns and interconnections in societies and environments. In

During the Primary Years students explore events from long ago. They investigate when Australia was a different shape and size, as well as ask questions about ways of life in Aboriginal Australia before the continent was invaded by Europeans. KC1 They become increasingly accurate in using timelines to illustrate events, sequences and processes, and can use diagrams to illustrate kinship systems and genealogies, as they investigate achievements and events of people in their local and regional community since 1788. T • C • KC1 • KC2 • KC5

Primary Years students are active in exploring the wider community. They enjoy fieldwork, investigating, observing, interviewing others and recording relevant information. C • KC1 • KC2 Remnant habitats, cemeteries, museums, artefacts, diaries, and family and community records provide historical evidence from primary sources which can be explored. Texts, commentaries, historical reports, stories and films are some relevant secondary sources. Students distinguish between sources and can be encouraged to find and acknowledge different perspectives on the same event. KC1 • KC2 They experiment and refine their skills in the use and application of information and communication technologies as a means of accessing relevant information. T • KC6 • KC7 As they experiment with their own identity, they can be led to explore identities of others, and see how records and interpretations vary over time. Id They move beyond the immediately available information and interpretations to identify what else needs to be known about a topic. T

Primary age students relate well to other people and places through literature, and enjoy hearing and reading stories, poems and historical novels, which can all be used to explore past times. Their curiosity about other people, places and events can be utilised as they ask questions about, and seek answers to, what happened and why. KC6 Their need to share and explore experiences with their peers, as relationships and friendships change and develop, can be used to help them link personal, family and community stories with broader social issues, events and changes in Australia and the world. Id • T • C • KC2 • KC6 As they become more aware of the relationships between cause and effect and begin to freely speculate about this, discussions of probable and preferable futures can be fostered and developed. F • KC6

Following are the Key Ideas that comprise the time, continuity and change strand.
Strand: time, continuity and change

Students investigate earlier times to gain a general understanding of Australia’s history and diverse heritage in the context of significant world events. Id • In • KC1

This includes such learning as:

- exploring aspects of Australia’s past before European occupation (e.g., the ice ages, important archaeological dates, changing environments, and the lands relevant to particular Aboriginal and Torres Strait Islander language groups) Id • KC1

- analysing the causes, reasons for, and effects of particular events and processes (e.g., European sea and land exploration of Australia, the British invasion and settlement of Australia, the convict era and settlement in different colonies, the devastating impact of colonisation on the Indigenous people, and Aboriginal and Torres Strait Islander resistance) Id • KC1

- using and evaluating both primary and secondary sources to trace heritage, turning points, enduring aspects and change in Australian society (e.g., the gold rushes, Federation, voting rights for different groups, migration, war) and linking these to world events Id • KC1

- researching significant elements of diverse heritages, and organising material to show understanding of their influence on Australian and world institutions, and on everyday life. Students display and present their own research Id • KC1 • KC2

- investigating roles, responsibilities of, and power held by men, women, elders, grandparents, aunts, uncles and older children, in a range of cultures and social contexts over time Id • In • KC4

- exploring how an understanding of history helps to explain the present status, position and power of particular people and groups in Australia and the world, and asking whose stories have been excluded in the recording of history. F • Id • In • KC1
Identifies differences between their life and the lives of other generations in their society and explains some reasons for this.

Examples of evidence include that the child:

- identifies from various sources different aspects and features that show a person’s or community’s past
- develops questions about relevant aspects or experiences of their early life to pose to an elderly person
- interviews others and records answers, comparing this information with their own life and experiences, and explaining differences between generations
- retells information about other times, pointing out differences and the reasons for them.

Examines information from a range of sources about people in different periods of time and places in Australia, and interprets them in relation to historical events.

Examples of evidence include that the student:

- researches different aspects or topics from times past in Australia
- identifies primary and secondary electronic sources of information for particular topics
- recognises why historical accounts vary, and explains how differences are associated with particular times, locations, socio-economic groups, cultures or perspectives.

Identifies and explains sequences of change that have occurred in Australia over time, and recognises various perspectives on events.

Examples of evidence include that the student:

- researches, writes about and illustrates aspects of Australian people’s lives that have changed from the past to the present, and predicts future changes
- analyses and reports on the ways that change has occurred over 100, 200 and more years (eg in young people’s lives, adult lives, Indigenous people’s lives; the impact of digital and electronic technologies)
- identifies influences on change, locally and globally, and determines who had or has the power to implement change
- reflects upon why various people differ in their judgment about positive and negative aspects of change.
Strand: time, continuity and change

Students use timelines, calendars and diagrams to illustrate and sequence events and processes, genealogies and kinship systems. T • C • KC3 • KC5

This includes such learning as:

- researching and displaying genealogical and/or kinship information relating to their family or other families and/or cultures Id • In • C • KC1 • KC2
- identifying, charting and illustrating important aspects, turning points and critical events in stories, biographies and historical accounts T • C • KC2 • KC3
- drawing timelines to analyse and record relevant historical data emerging from investigations into cause and effect T • C • KC1 • KC2
- researching events in, and aspects of, the history of other countries or regions that are relevant to the class (particularly those countries studied in languages, or countries from which class members originate). Students choose appropriate ways to present the material diagrammatically (eg in timelines and charts) as well as in written, visual and electronic forms T • C • KC1 • KC2 • KC5
- considering social justice, ecological sustainability and democratic process when evaluating historical material and predicting futures F • T • KC1
- devising and displaying calendars that celebrate local, regional and national heritages and cultures, and exploring the historical backgrounds of these events. Id • C • KC2 • KC3
1.2

Presents events and life stages in sequence. \( F \cdot T \cdot C \cdot KC2 \)

Examples of evidence include that the child:

- describes self or others at different life stages (e.g., in drawing, animation, text, photographs)
- sequences aspects of family life over a given time scale on a timeline
- describes and sequences aspects of change that have relevance for a range of children over a generation, and predicts future change
- uses terms to define present, immediate past, distant past, and future in descriptions and presentations. \( F \cdot T \cdot C \)

2.2

Describes and records ages and sequences using timelines, calendars and flow-charts to present historical information. \( T \cdot C \cdot KC2 \cdot KC5 \)

Examples of evidence include that the student:

- researches cooperatively, in groups or teams, to determine some key historical events in Australia since 1788, or in another country
- uses a timeline or chart to sequence key events in order, but not necessarily to scale
- explains how time, prior to European occupation, could be added to the timeline (e.g., Aboriginal history or pre-recorded history in another country’s history)
- presents information from times past in text and diagrammatically. \( C \cdot KC2 \)

3.2

Researches and discusses the importance of understanding events and ways of life of some past periods, using primary and secondary sources. \( T \cdot C \cdot KC1 \cdot KC2 \)

Examples of evidence include that the student:

- views, evaluates and reports on relevant issues relating to a chosen topic (e.g., power, democracy, colonisation, ancient civilisations)
- negotiates an issue for group or team investigation, and chooses sources that discuss different aspects of the issue
- explores and evaluates written and other sources which assist in examination of the issue. Using evidence, they justify relevance for today and, where possible, make predictions for the future
- presents their research to others, focusing on the significance of, and different perspectives given on, the issue in various sources. \( T \cdot C \cdot KC1 \cdot KC2 \)
Strand: time, continuity and change

Students recognise the importance of collecting and evaluating information and source material as evidence, consider other points of view, and arrive at justifiable conclusions. T • C • KC1

This includes such learning as:

- gathering and recording information about family history (eg stories, diaries, photographs, artefacts, written documents, online information, and extracts from journals) Id • KC1 • KC2
- considering different points of view about local, national and global historical events by gathering, analysing and evaluating data from a variety of sources (eg people, written and visual material, and electronic sources including the World Wide Web) and discussing issues with local researchers In • KC1
- investigating events and ways of life in Australia’s past, through visiting and participating in museum programs that display artefacts and accounts Id • KC1
- identifying and recording how aspects of environments, family, community and ways of life in Australia and the Asia-Pacific region have endured or changed. Students identify similarities and differences over time, and analyse what brought about change, in order to envisage desirable and possible futures F • T • C • KC1 • KC2 • KC6
- explaining how artefacts from many sources, such as Aboriginal and Torres Strait Islander cultures, are used as a means to unravel the past In • C
- investigating and evaluating the development of children’s rights over historical time, and across a range of societies, by comparing children’s lives in the past and present with the UN Charter on the rights of the child. Students consider implications for the future, questioning why some present conditions exist and how change can occur F • In • T • KC1 • KC6
- critically evaluating probable, possible and preferable futures in relation to paid and unpaid work, giving particular attention to how this has been structured in the past, operates today, and will continue to change. Students pose critical questions about the interests served by these arrangements. F • In • T • KC1 • KC6
At Standard 1, towards the end of Year 2, the child:

1.3

Identifies and values aspects of environments, and of family and community ways of life, that have endured or changed, and makes predictions about the future in relation to these.

Examples of evidence include that the child:
- identifies and describes changes in the local area or aspects of society (e.g., schools, natural environments, community buildings, family practices)
- investigates and explains why change occurs and why some features remain
- explores what key events occurred at particular times in order to determine if they have caused changes
- evaluates evidence and makes predictions for the future, showing understanding that improvements can be made to some current practices.

At Standard 2, towards the end of Year 4, the student:

2.3

Analyses aspects of people’s lives and heritages in relation to broader social issues and events, and imagines future possibilities.

Examples of evidence include that the student:
- poses relevant questions to explore origins of people and to understand why things happened
- shows photos of ancestors or mementoes of family events, and explains how and why they are/were valued and how they help to interpret what has happened in the past
- analyses and communicates how personal histories can be linked with particular events and/or broader social events (e.g., work opportunities, moving to another city, migration to Australia, wars, interaction with natural environments)
- explains what is meant by being an Indigenous person, a migrant or a refugee in Australia
- considers how present events may influence the future, and suggests preferred futures.

At Standard 3, towards the end of Year 6, the student:

3.3

Explains why local and international communities have changed and are likely to change in the future.

Examples of evidence include that the student:
- investigates a situation where change has occurred or will occur, such as changes in people’s work in a particular place over time
- identifies present opportunities (e.g., paid, unpaid, casual, and permanent workers) locally and internationally
- uses historical data to explore what opportunities were available at different times, and explains reasons for changes and continuity, considering changing values
- critically analyses current data to predict future opportunities and likely changes (e.g., discusses welfare and social security provision in relation to inability to work, the changing nature of work and impacts of technology on work situations).
Strand: place, space and environment

The emphasis in this strand is on understanding the complex interconnections, interactions and interdependence of people and the natural and built environments in local, regional and global settings. Id • In An appreciation of spatial concepts and the distinctiveness of places and environments; interpretation and explanation of patterns and processes associated with the natural and built environments; changing perceptions; and the value of embracing ecologically sustainable practices are all important. F • T • KC1 • KC2 • KC5 There is a focus on learning geographical skills from the field as well as in the classroom, using maps, globes, electronic forms of technology, and statistical data. These skills help students to investigate implications and evaluate alternative solutions to present and future problems. F • In • C • KC1 • KC2 • KC6

Primary age students increase their understanding of links between their lives and other elements of the natural and social worlds, particularly as they explore local environments. In As they move through the Primary Years they use a larger vocabulary to describe the natural and built features of places. KC2 They show increasing competence with mapping skills, being able to describe locations using major points and direction signs. C In these years they develop understandings that natural resources influence people’s ways of life, and critically analyse the impact of people on resource use and management. In • KC1

In the Primary Years students become increasingly aware of the distinction between observations and inferences, especially if they are taken out to study the local area and beyond, and discuss issues with a range of local experts. They undertake studies of past and present interactions of people, developing skills that support being active and involved. T They present and report on material gathered, often in groups and teams. C • KC2

Primary Years students are enthusiastic in taking personal action with others for environments, and becoming involved in decision-making about their surroundings. Id • T They describe the different views of individuals and groups on issues of environmental quality, change, conservation, protection and improvement at local, state, national and international levels. Id • F They raise questions about the ways decisions on environmental matters are made, and feel passionate about the present and future. F • KC2 • KC6

They become involved in exploring values and attitudes, examining and interpreting views of others, and finding relevant information to support arguments. KC1 • KC2 • KC6 As students come to appreciate more fully the value of different forms of information as a resource (eg electronic, spoken and print), they also continue to develop skills in using information technology to find and record data about places, spaces and environments, and find patterns and relationships in data. F • In • T • C • KC2 • KC5 • KC7

Students generalise from specific examples about the interdependence of elements in natural and social systems, describing cycles and flows. They discuss the ways people cooperate in their environments, recognising global interdependence of people and ecosystems. In • T • KC2

Following are the Key Ideas that comprise the place, space and environment strand.
Students examine natural and social environments in local and global communities, analysing patterns, systems and relationships. In • T • KC1

This includes such learning as:

- identifying and analysing differences and similarities between environments, including urban and rural environments in Australia and other countries, and particular natural environments (eg rainforests, deserts, coastlines), and discussing the values people place on them In • KC1 • KC2
- examining natural resources, cycles and events (eg the water cycle, river systems, erosion, salinity, volcanic action), analysing how they affect people’s lives, and describing how the decisions people make affect the cycles within natural systems (eg in a water catchment, the availability of resources) In • F • KC1 • KC2
- investigating pollution and its impact on various places, exploring alternative ideas, and putting forward suggestions to modify impacts F • In • KC1 • KC6
- researching (including online) why and how people in local and global communities are interdependent, by looking at aspects such as trade, aid, refugees and migrations. Students explore ways of dealing with problems and challenges on various scales In • KC1 • KC6
- identifying renewable and non-renewable resources, critically analysing the need for using less resources and for recycling, and predicting patterns of the future F • In • T • KC1 • KC6
- investigating where products come from, and developing an understanding of the concept of manufactured goods and services being used to satisfy needs and wants In • KC1
- identifying and analysing patterns of spatial diversity in the local, regional and global community (eg land use, transport, populations, work opportunities); and explaining causal relationships between different livelihoods, lifestyles and particular environments. F • In • T • KC1 • KC2 • KC5
1.4

Explains and communicates how people interact and identify with environments. Id • In • KC2

Examples of evidence include that the child:
- distinguishes between natural and built features of environments in other places around the world C • KC1
- describes how diverse elements of natural and built environments influence daily lives Id • In • T • KC2
- explains how people depend on particular resources, systems or features within environments In • T • KC2
- identifies aspects of interdependence among people, environments and communities. Id • In • KC1

At Standard 1, towards the end of Year 2, the child:

2.4

Shows and reports on understanding of the interrelationships between natural and built environments, resources and systems. In • T • KC2

Examples of evidence include that the student:
- identifies particular features (eg mountains, vegetation and climate patterns, urban/rural areas, desert landscapes, tropical forests, cities) in written texts and maps, and describes relationships observed C • KC1 • KC2
- compares information from maps, photos and videos with observable features in local environments in order to identify patterns In • KC1
- explains the relationships between some identified features (eg river systems and irrigation areas; mineral deposits and transport systems) in an Australian or other region In • KC2
- analyses the ways people use and depend upon environments, resources and other people. In • KC1

At Standard 2, towards the end of Year 4, the student:

3.4

Identifies and describes significant resources, explains the threats which endanger them, and suggests strategies to combat threats. F • In • T • KC1 • KC2 • KC8

Examples of evidence include that the student:
- determines a relevant resource issue to study (eg a water catchment, soil erosion, mining of a resource, forestry) through local fieldwork or other research, individually or in groups or teams T • KC1 • KC4
- identifies the dimensions of the issue, including problems, how they impinge on people and other living and non-living things, and how they are managed In • T • KC6
- considers various strategies, including the use of information and communication technologies, put forward by different people or groups, and articulates their own suggestions and plans In • F • T • KC2 • KC3 • KC6 • KC7
- determines benefits and costs, and the interests that various groups have in combating or perpetuating a problem. F • T

At Standard 3, towards the end of Year 6, the student:
Students use a range of resources and technologies to gather and present information. They develop mapping and graphing skills to represent observable features in the environment. T • C • KC1 • KC2 • KC5 • KC7

This includes such learning as:

- using symbols on maps to describe features, comparing maps with relevant aerial photographs or observations, and using scales to estimate and calculate distances T • C • KC1 • KC2 • KC5
- using compass directions and latitude and longitude to describe the location of places and features relative to each other, on large scale maps and on atlas maps and globes C • KC5
- using street/online directory maps to locate places of importance to them, plan walks in the local area and show particular land uses and routes to places T • C • KC3
- comparing maps of countries and continents in atlases with the same area on globes and other map projections, and beginning to understand how maps display selective information and contribute to constructing viewers’ perspectives T • KC1
- drawing simple maps from observation (eg land use maps or maps of imaginary countries, islands or areas) to show understanding of geographical features C
- reading or drawing maps, or using computer generated maps, in particular Spatial Information Systems (including Geographic Information Systems—GIS), to show particular features (eg language and cultural groups in other continents, Aboriginal and Torres Strait Islander language groups in Australia, animal and plant associations and climatic types throughout the world). Students compare and describe relevant features. C • KC1 • KC2 • KC7
At Standard 1, towards the end of Year 2, the child:

1.5

Represents and categorises features of places and resources, using maps, contextual language and models. C • KC2 • KC5

Examples of evidence include that the child:

- draws maps, makes models or produces visual display to describe elements of a particular place or feature C
- uses symbols to identify elements on a simple map or drawing C • KC5
- describes location, using directional terms (north, south, east, west) C • KC2
- estimates distances between known features in the environment, on models and maps C • KC5
- describes simple patterns in maps. T • KC2 • KC5

At Standard 2, towards the end of Year 4, the student:

2.5

Uses symbols, maps, models and flow-charts to describe the location of places and demonstrate relationships. T • C • KC2

Examples of evidence include that the student:

- identifies and asks questions about particular continents, oceans, countries and cities on various maps and the globe T • KC6
- uses latitude and longitude or an alphanumeric grid to locate significant places on an atlas map C • KC5
- explains which kind of map (e.g., wall, atlas, globe, electronically generated) is best for showing particular features and relationships C • KC2
- demonstrates understanding of different scales used on various maps and models C • KC2
- uses electronically generated maps, models or photographs to describe the relationship of places to particular relevant features (e.g., cities located on coasts and rivers, transport patterns following topography, mining areas linked to ports) and flow-charts to describe resource relationships. C • KC2

At Standard 3, towards the end of Year 6, the student:

3.5

Interprets and represents data about natural and built environments, resources, systems and interactions, both global and local, using maps, graphs and texts. In • T • C • KC1 • KC2 • KC5

Examples of evidence include that the student:

- identifies and reports some ways in which people interact with environments In • T • KC1 • KC2
- locates natural and built features and systems, and associates them with particular concepts on maps and statistical data C • KC1 • KC5
- examines the implications of interrupting or changing interactions and relationships in natural and local environments, using relevant Australian or global examples In • T • C • KC1
- selects and uses suitable media and modes of presentation (e.g., diagrams, maps, photographs, online resources) to illustrate and present researched information (e.g., to describe the ways in which people are a part of the water cycle and dependent upon water as a resource). In • C • KC1 • KC2 • KC7
Students consider sustainability and care of resources and places as they explore how people’s attitudes and values affect their interactions with natural features and cycles.

**Key Idea**

This includes such learning as:

- investigating and reporting on the types, location, availability, and human use and management of Australian natural resources, including energy and water **In • KC2 • KC6**

- analysing how and why a range of social, economic, political, cultural and environmental factors affect resource use and development in Australia and in other communities. Students consider case studies in which principles of ecological sustainability and social justice, including respect for indigenous heritage, have been applied **In • C • F • KC1**

- researching (eg interviews, libraries, noticeboards, chatrooms), identifying and describing how people’s attitude to, use of, and preference for places and resources may be influenced by their gender, age, abilities, culture and socio-economic background, and how people take action to conserve places and resources **F • In • C • KC1 • KC2**

- accounting for similarities and differences in the ways people use their environment in a variety of places around the world, and considering possible future practices from a perspective of social and environmental responsibility. Students present collaborative or team investigations to others **In • F • C • KC2 • KC4**

- analysing how decisions and laws are made on local, national and global environmental matters, including the causes and consequences of these, and devising strategies for the future **F • In • KC1 • KC6**

- planning, working and acting on environmental projects at home, at school and with the community in order to care for resources and attain ecologically sustainable futures. **F • In • KC3**
At Standard 1, towards the end of Year 2, the child:

1.6 Participates actively in projects to show understanding of the importance of caring for local places and natural environments.

Examples of evidence include that the child:
- describes the purpose and work of relevant projects that involve caring for places and natural environments
- explains how and why various people, including Indigenous peoples, care for particular places
- identifies why it is important to care for places and ways they can care for a particular place
- contributes to planning, implementing and evaluating a cooperative class, group or team project to care for a place
- cares for animals as pets, and plants in gardens.

At Standard 2, towards the end of Year 4, the student:

2.6 Understands that people cause changes in natural, built and social environments, and they act together in solving problems to ensure ecological sustainability.

Examples of evidence include that the student:
- describes aspects of natural environments used to supply basic needs (eg food; shelter for people and native animals; interesting, beautiful and useful buildings; arts works; work; recreation)
- compares landscapes, land uses, resources and changes over time in Australian regions, or regions in another country
- explores the views and actions of diverse individuals and groups on environmental quality and preservation of places in a particular region or landscape now and in the future
- discusses the concept of ecological sustainability, identifies personal responsibility, and collaborates in environmental projects.

At Standard 3, towards the end of Year 6, the student:

3.6 Identifies factors affecting an environmental issue, and reports on ways to act for sustainable futures.

Examples of evidence include that the student:
- examines hazards, both natural and those caused by people, and develops questions that can be researched to analyse their impact on environmental systems
- identifies the ways in which individuals, specialised groups and/or government departments work to prevent, control or clean up after the environmental devastation caused by hazards
- explores ways they and the community can act for sustainable development, while taking into account hazards
- recognises and describes strategies practised by governments, and various people or groups including Indigenous peoples, around the world to sustain local/global environments.
Strand: societies and cultures

The emphasis in this strand is on understanding, appreciating and communicating aspects of individual and group identity. KC2 These include beliefs, values, customs and practices of diverse societies and cultures, both local and distant in time and place, as well as the interactions and interdependence of societies and cultures in local, national, the Asia-Pacific regional and global environments. Id • In Cultural diversity, social cohesion, and organisations that reflect beliefs in society are investigated, as well as influences that bring about cultural and social change. T • KC1 Engagement, participation and empathy are developed; students see the world through others’ eyes, appreciate viewpoints from another society or culture, and value diversity and justice. F • T • C There is an emphasis on Australia’s multicultural society and an explicit focus on the unique place Aboriginal and Torres Strait Islander cultures have in Australia. Id

Students in the Primary Years are interested in exploring relationships, power, identity and gender differences. These interests can be built upon to develop understandings of groups, societies and cultures. Students develop capabilities to work effectively in groups or in teams and cooperate in their work. By the end of the Primary Years they are able to identify the purpose of a team task and choose suitable ways to get things done. In • C • KC4

Primary age students understand social requirements and social responsibilities, particularly when they are given opportunities to explore and practise these. They have a strong sense of fairness, justice and injustice, advantage and disadvantage, especially as they relate to themselves and their friends. Students identify friendship groups and view individuals as members of communities. In They note similarities and differences and seek and explore commonalities, as well as respectfully consider differences. They consider material from a number of viewpoints. KC6 As students reflect on cultural issues, and the effects of cultural ideas and practices on themselves and others, they investigate ways societies can enhance the democratic rights of individuals and groups of all cultures. T • KC1 • KC4

Increasingly they see the effects of stereotyping on identity, as it relates to themselves and peers. They recognise that injustices caused to others can be based on fiction, and they practise strategies to be culturally inclusive. F • Id • KC6 Primary age students become increasingly responsive to the influence of role models and peer pressure. Many seek to explore and join groups in the wider community, and discuss the roles, rights and responsibilities of members. In • KC2 • KC4

Exploring ways children live in countries and cultures other than their own better equips them to live in a globally interdependent community where all people are valued. F • In • KC1

Following are the Key Ideas that comprise the societies and cultures strand.
Strand: societies and cultures

Students discuss and examine the cultural heritages of people in Australian society and the way culture is passed on, maintained and developed by families, groups and communities. They explain how cultural ideas and practices affect us all. \( \text{id} \cdot \text{T} \cdot \text{C} \cdot \text{KC1} \cdot \text{KC2} \)

This includes such learning as:

- exploring how a person may have a range of identities, and recognising some ways in which they and others express their identities in different contexts, and how identities change over time \( \text{id} \cdot \text{KC6} \)
- investigating cultural expressions of human needs to discover how they differ from one culture to another \( \text{id} \cdot \text{T} \cdot \text{KC1} \)
- investigating how rituals, objects and events can symbolise unity for a group, and discovering ways to analyse and interpret a range of symbols \( \text{id} \cdot \text{T} \cdot \text{KC1} \)
- examining a variety of cultures and their relationship to places over time, particularly those related to the languages taught in the school \( \text{id} \cdot \text{KC1} \)
- visiting the centres and websites of particular religious groups (eg mosques, Buddhist temples, Christian churches) to respectfully view and discuss similarities and differences in architecture, symbols, beliefs and practices \( \text{id} \cdot \text{T} \cdot \text{KC1} \cdot \text{KC2} \)
- analysing how and why cultures and beliefs are passed on and maintained through stories and the arts, using local and global examples \( \text{T} \cdot \text{KC1} \)
- identifying the relevance of traditional stories in the past, present and future in regard to spiritual beliefs and human behaviour. \( \text{F} \cdot \text{id} \cdot \text{T} \cdot \text{KC1} \)
1.7

Understands that, although all people are unique, they also have characteristics in common, and contribute in a variety of ways to their local and wider communities.

Examples of evidence include that the child:
- describes what makes people unique and different from others
- selects things, and explains reasons for selection, that show something particular about their own and other people’s identities
- describes what might be similar or different in the cultural identity of a child in another region or country
- explains how people who have particular skills and abilities, including those with disabilities, contribute to communities in particular ways.

Id • In • TC • KC2

2.7

Describes the diversity of practices, customs and traditions of groups and communities.

Examples of evidence include that the student:
- researches customs and traditions from their own and other groups or cultures (eg birth, wedding and funeral rituals, religious rituals and celebrations, popular sporting or cultural events, festivals celebrating seasonal change) to explain similarities and differences within and between local ethnic groups living in the area, or in other areas
- identifies symbols related to countries and states (eg coin and stamp symbols, emblems of different groups) and explains their purpose and significance for groups and communities
- describes how practices, traditions and stories can indicate and/or influence a group’s or community’s identity.

Id • T • C • KC2

3.7

Considers factors which contribute to personal and group identity and social cohesion, and valuing cultural diversity within and outside Australia.

Examples of evidence include that the student:
- analyses influences which contribute to their personal identities, including perceptions about being Australian
- identifies common purposes of groups in the local community (eg religious, political, community, ethnic, rural and/or environmental groups)
- explains strategies or principles that enhance social cohesion (eg multiculturalism, freedom of speech, right to legal representation, care for all)
- acknowledges injustices to be overcome in Australia and elsewhere, and describes possible strategies for themselves and others, including governments, to achieve these with respect and dignity for all Australians.

Id • T • KC1 • KC6

At Standard 1, towards the end of Year 2, the child:

At Standard 2, towards the end of Year 4, the student:

At Standard 3, towards the end of Year 6, the student:
Strand: societies and cultures

Students enhance their skills in learning from, and communicating and interacting with, groups, including Aboriginal and Torres Strait Islander communities. They do this to value cultural diversity and play a part in Reconciliation. In • T • C • KC2

This includes such learning as:

- observing, recording, discussing and valuing similarities and differences between practices, customs and traditions of families, groups and communities at local, regional and global levels. Students do this through signing or listening to, and questioning, guest speakers and storytellers, or taking notes from visual media In • C • KC2
- visiting, interviewing and conducting surveys to gather data online and offline in order to examine and discuss commonalities, similarities and differences in cultural beliefs, practices and customs in the local and distant community T • C • KC1 • KC2 • KC5
- participating in and planning activities which explore children’s lives in cultures and communities unfamiliar to them (eg Aboriginal groups, particular migrant groups, Anglo–Australian communities, people with disabilities, rural, urban, isolated, wealthy, poor) to recognise and describe diversity in society In • KC2 • KC3 • KC6
- locating, researching, recording and mapping personal life experiences of a diversity of Aboriginal and Torres Strait Islander people through personal contact, print, video and electronic sources T • C • KC1 • KC2 • KC7
- communicating effectively with Aboriginal people and others in ways to support Reconciliation (eg through arts, writing, electronic media, visits, exchanges) F • C • KC2 • KC7
- interacting with a diversity of people to understand and respect the commonality of needs, wants and values in order to challenge stereotyping, bias and bigotry In • C • KC1
- communicating findings, in a variety of forms, about the cultures of individuals and groups in Australia and around the world, through text, performance or presentation. C • KC2
At Standard 1, towards the end of Year 2, the child:

1.8

Listens to and retells local Aboriginal stories and stories from cultures other than their own, and explains their relevance for Australians. F • In • C • KC2

Examples of evidence include that the child:
- uses a variety of communication forms (eg writing, talking, singing, art, drama, multimedia presentations) to retell Aboriginal and other cultural stories C • KC2 • KC7
- explains and retells how particular Aboriginal cultures and stories relate to the land, past and present C • In • KC2
- contributes to making maps, multimedia presentations, murals or models of environments showing relevant features or aspects found in particular stories C
- begins to recognise that many traditional stories have a spiritual element and link past, present and future C • F
- describes, in a classroom or other public setting, how Aboriginal Dreaming stories and other traditional stories teach about ways of behaviour, including respect for people, resources and environment. T • F • In • KC2

At Standard 2, towards the end of Year 4, the student:

2.8

Describes the diversity amongst Aboriginal and Torres Strait Islander peoples and their cultures, past and present, and moves for Reconciliation. F • T • C • KC2

Examples of evidence include that the student:
- retells information about Aboriginal and Torres Strait Islander people who visit the class, are visited in the community, are studied through their literature or viewed through contemporary videos, CD-ROMs or materials on the World Wide Web C • KC2 • KC7
- compares aspects of two or more Aboriginal and Torres Strait Islander people’s life stories T • KC1
- describes ways in which Aboriginal and Torres Strait Islander people’s lives are similar today to those of other Australians Id • T • C • KC2
- discusses current issues in the media related to Reconciliation and considers future possibilities. F • T • KC2

At Standard 3, towards the end of Year 6, the student:

3.8

Learns from rural and urban Aboriginal peoples and other minorities about their histories and present day experiences, and acts to counter prejudice. F • T • C

Examples of evidence include that the student:
- identifies common themes in the histories, cultures and concerns of Aboriginal and other minority peoples T • KC1
- links events in Aboriginal people’s lives to specific government policies, including the ‘stolen generation’ In • T
- explains preferred terms for identity (eg Koori, Nyoongar, Anangu, Murr, Yura, Nunga, Aboriginal, Indigenous) and why some preferred terms change over time T • C • KC2
- appraises the effects of derogatory language on any people, and suggests and reports on strategies to counter derogatory language and prejudice. F • T • C • KC1 • KC2 • KC8
Strand: societies and cultures

Students identify, clarify and analyse the values embedded in their and others’ actions, and in media reports on contemporary events. Id • T • C • KC1

This includes such learning as:

- identifying and analysing particular perspectives in relevant stories, role-playing, and retelling stories from other perspectives T • KC1 • KC2
- gathering and analysing examples of stories, cartoons, photographs and reports of events from their local community paper that show community values Id • T • KC1
- describing the effects of various cultural ideas and practices on themselves and others, and analysing how these are portrayed through various media Id • T • C • KC1
- examining and analysing the various influences on behaviour and identity (eg gender, culture, environmental literacy, ethnicity, age, disability, peers, family, popular culture, location and socio-economic status, work opportunities), and collaborating to present ideas in group or team work Id • C • KC1 • KC2 • KC4
- investigating and critically analysing the values implicit and explicit in school literature and popular culture, cartoons, songs, political satire, television, film, electronic games, and materials available via the World Wide Web T • C • KC1
- reflecting on and, where appropriate participating in, community cultural events and celebrations (eg ANZAC Day, cultural festivals) while acknowledging and respecting those who cannot or do not participate. Students report on events and celebrations, and compare their understandings with media reports of the event. C • KC1 • KC2
At Standard 1, towards the end of Year 2, the child:

1.9

Demonstrates a capability to see and value points of view other than their own. \( \text{Id} \cdot \text{T} \)

Examples of evidence include that the child:

- explains their feelings and emotions about situations involving harassment, teasing or conflict, listens to others’ descriptions of how various situations affect them, and asks questions of them. \( \text{Id} \cdot \text{T} \cdot \text{KC2} \)
- describes what it might feel like to be a particular person being treated unfairly, and hypothesises solutions. \( \text{T} \cdot \text{C} \cdot \text{KC2} \)
- practises positive ways to ask for a particular behaviour to stop, or ways to defend others. \( \text{In} \cdot \text{C} \)
- demonstrates positive ways to counter harassment or teasing, or resolve conflict. \( \text{F} \cdot \text{KC2} \)

At Standard 2, towards the end of Year 4, the student:

2.9

Participates in and shares cultural experiences and events in the wider community, and analyses values embedded in them. \( \text{Id} \cdot \text{T} \cdot \text{C} \cdot \text{KC1} \cdot \text{KC2} \)

Examples of evidence include that the student:

- explores and enjoys cultural experiences with other students in a variety of programs, and plans ways they can participate in community activities. \( \text{Id} \cdot \text{T} \cdot \text{C} \cdot \text{KC1} \cdot \text{KC3} \)
- identifies and discusses the values implicit and explicit in shared experiences. \( \text{T} \cdot \text{KC2} \)
- finds ways to communicate their understanding, appreciation and valuing of diversity and culture to others in their school, local or wider community (eg through e-mail exchanges, performances or community displays). \( \text{Id} \cdot \text{T} \cdot \text{C} \cdot \text{KC2} \)

At Standard 3, towards the end of Year 6, the student:

3.9

Demonstrates responsible and respectful participation in group discussion and, in a team, plans and negotiates social action to enhance human rights in community contexts. \( \text{In} \cdot \text{T} \cdot \text{C} \cdot \text{KC2} \cdot \text{KC3} \cdot \text{KC4} \)

Examples of evidence include that the student:

- discusses and prepares a calendar of school or community activities related to human rights (eg Aboriginal Reconciliation Week, Refugee Week, World Environment Day) \( \text{In} \cdot \text{T} \cdot \text{C} \cdot \text{KC2} \cdot \text{KC3} \cdot \text{KC4} \)
- works in a team to plan and negotiate social action, or produce videos or multimedia presentations, appropriate to the enhancement of human rights. \( \text{In} \cdot \text{T} \cdot \text{KC2} \cdot \text{KC3} \cdot \text{KC4} \)
- collaborates with community representatives from outside the class through telephone, fax, e-mail or a personal visit, and carries out action \( \text{C} \cdot \text{KC4} \)
- reports on the achievement of the shared goal to a particular audience, using print and electronic text. \( \text{C} \cdot \text{KC2} \cdot \text{KC7} \)
**Strand: social systems**

The emphasis in this strand is on analysing and understanding the rights and responsibilities, and roles and relationships, of people and groups in a variety of settings within political, legal and economic systems. In • T The focus is on critical examination of decision-making at all levels; the use of power and control of resources to maintain or change society; and ways to participate in civil societies, including issues and practices related to work. Id • KC1 Students learn to cooperate with others to solve problems and analyse how and why decisions are made. KC1 • KC4 • KC6 Through participation in informed decision-making in their school, community and civil society, they develop the knowledge, skills and values necessary for active present and future citizenship. F • In • C • KC3

Students in the Primary Years gather, examine and use information and ideas from a wide range of sources, to explore how and why people have organised social systems in different times and places. KC1 They develop questions, interviews and surveys to use in examining their own community, work opportunities, and different jobs and responsibilities of citizens. They role-play the results and report on how particular systems meet people’s needs, and on what other needs may not yet be met. In • T • C • KC2

Friendships and relationships may change as identity develops, and students become aware of how conflicts of interest arise. They examine and practise ways of reducing conflict. Id • C They organise their group or team work in democratic and efficient ways to promote participation and resolve conflict. F • KC4

They identify family and community needs and wants and the ways these are satisfied, particularly economic needs. KC1 Primary Years students increase their understanding of the links between their own lifestyles and the social, economic, legal and political systems of which they are a part. T Their sense of fairness can be drawn on as they examine why some needs of individuals or groups in our society, and the wider world, are not met, and they begin to investigate how this could be changed. F • In Relationships between work, income, taxation, and access to goods and services are investigated and reported on. In • T • C

Primary age students categorise and sequence information from a number of sources, using electronic means to find and compare data. KC1 • KC3 • KC7 They find evidence to support an idea or help justify a position, and discuss issues such as distribution of power and wealth, and the marginalisation of groups. In

Primary Years students express moral reasoning based on considering life from different viewpoints. KC1 Through role-play, simulations, class and social activities, they come to recognise that many types of decisions based on various interests are made by individuals, groups and institutions, including local, state and federal governments. They are aware of rules and, from discussing ones that affect them, they move on to examine the need for rules in many social systems. In • T • KC2

Primary age students are capable of, and interested in, being involved in planning and making decisions. KC3 Finding opportunities for them to participate in actual class, school and community decisions is important. Active citizenship develops through consideration of the rights and responsibilities of citizens in both political and social processes, and through involvement in activities which develop political and social literacy. F • T • C

Following are the Key Ideas that comprise the social systems strand.
Students examine and analyse elements of the social systems of which they are part, and question how these systems are connected, organised and function to meet needs. \textit{In T KC1}

This includes such learning as:

- identifying and analysing family and community needs (e.g., for shelter, food, services) and the ways these are satisfied (e.g., through work, kinship obligations or social security systems), both in Australia and in the Asia-Pacific region, and over time \textit{In KC1}
- exploring the relationship between paid/unpaid work and access to goods and services, analysing the values and ethics attached to various types of paid and unpaid work, and considering a just society’s need to value and treat all its citizens with respect and dignity \textit{In KC1}
- investigating the way goods and services are produced and distributed in the local area, and describing examples of flows from producer to consumer, using diagrams as well as text to present material \textit{In KC1 KC2}
- analysing how limited resources necessitate choice for people and governments (e.g., in relation to income, fresh water, sources to generate power, jobs, services), and investigating the factors that affect choice, including the fact that some resources can be renewed and some cannot \textit{F In T KC1 KC6}
- investigating how the lack of provision of goods and services in poorer, rural or isolated communities in Australia and other countries impacts on people’s lives, and on their ability to provide for their needs \textit{In KC6}
- exploring and reporting on how government and private enterprise systems, employment opportunities, wealth, power and the organisation of communities affect access to decision-making about resources and the provision of goods and services. \textit{In KC1 KC2}
At Standard 1, towards the end of Year 2, the child:

1.10

Describes the meaning of ‘needs’ and ‘wants’, and identifies how people cooperate in society to meet current and future needs.

F • In • KC1

Examples of evidence include that the child:

● analysing what is a ‘need’ and a ‘want’ in particular situations and for the future F • T • KC1
● describes how certain children may need special equipment or consideration in their lives In • KC2
● identifies work that people do to contribute to meeting needs now and in the future F • In • KC1
● describes ways people cooperate and depend upon one another in particular situations. In • KC4

At Standard 2, towards the end of Year 4, the student:

2.10

Describes examples of the provision of goods and services in societies, past and present, and proposes alternatives for the future.

F • In • T • KC2

Examples of evidence include that the student:

● describes goods and services, including those they and their families need and use Id • KC2
● identifies and describes places where they obtain products or services and how this might change over time F • In • KC2
● considers who makes decisions about, and who pays for, products and services In • T • KC1
● evaluates factors that made choice necessary, and presents shared findings to an audience. C • KC1 • KC2

At Standard 3, towards the end of Year 6, the student:

3.10

Describes examples of forms and structures of Australian and other governments over time in terms of how they impact on people’s lives.

In • T • KC1

Examples of evidence include that the student:

● hypothesises and researches evidence about how people’s lives have been, or might be, affected under different forms of government (e.g. monarchies, dictatorships, democracies, councils of elders, republicanism, communism, socialism) Id • In • T • KC1 • KC6
● describes different forms of democracy and their effects on people and environments Id • T • KC2
● analyses how the media can affect, or be controlled by, governments and corporations T • KC1
● develops an argument for whether a benevolent dictatorship might be preferable to a corrupt democracy, in particular circumstances T • C • KC2
● describes how democracy operates in Australia and how it is similar to or differs from how democracy operates in another country in relation to people’s participation in government. In • KC1
**Strand: social systems**

Students begin to understand the importance of data collection for social decision-making, and develop skills of investigation, collection, analysis and presentation of data in various ways in order to achieve identifiable outcomes. In • T • C • KC1 • KC2 • KC5

This includes such learning as:

- presenting data collected from visits to local communities from a range of perspectives, to represent the people and resources involved in providing a range of goods and services through paid, unpaid and voluntary work In • T • C • KC2
- investigating the location of resources in the local community through visits, local walks, maps and aerial photographs, and the World Wide Web; and through interviews with council members, shop keepers and industry C • KC1
- investigating and recording who decides which resources are located and where they are located T • C • KC1 • KC2
- investigating how people work together to produce and distribute resources, identifying and reporting on specialised roles and jobs In • KC1 • KC2 • KC4
- tracing some resources from their natural state through the production and distribution process, using charts, diagrams, photos and pictures as well as text, to represent the process and show decision-making In • C • KC2
- considering what data is needed to determine the use and management of resources in Australia and other countries (eg retaining bushland for biodiversity and oxygen, maintaining water resources, managing river systems and coastal areas) In • T • C • KC5
- recognising that the media presents particular views and opinions which may be biased, and determining the various ways in which the same news story can be presented differently to prompt different interpretations T • C • KC1
- comparing and sharing research about the management of people and resources in different locations within Australia, and in communities in other countries. Students examine reasons for similarities and differences, and the ways in which areas are interdependent. In • T • C • KC1 • KC2
1.11
Identifies the sources of some goods and services, and can explain the ways our daily living depends on them. In • T • C • KC1

Examples of evidence include that the child:
- explains how some goods and services are provided in particular situations
- illustrates diagrammatically in a flow-chart or with drawings, describes orally, or role-plays the production and delivery of certain goods In • C • KC2
- explains in simple terms or role-playing situations, the links between income and payment for, and provision of, goods and services In • C • KC2
- challenges some inequalities that exist in the provision of goods and services for some people and communities. In • T • C • KC1

2.11
Identifies and critically examines work, paid and unpaid, of people whose roles involve providing goods or services for a community. In • T • C • KC1

Examples of evidence include that the student:
- formulates and poses questions, and gathers information, about roles and responsibilities of people who provide goods or services T • C • KC1 • KC6
- interprets, surveys and critically analyses data about community roles and responsibilities of different people and organisations In • T • C • KC1 • KC4 • KC5
- uses visual media to describe and share findings on how people in communities depend upon one another. C • KC2 • KC7

3.11
Analyses an example of the flows in provision of a product or service, including links to resources, money, transport, technology and communication, and considering fairness for human and environmental sustainability. In • T • C • KC1

Examples of evidence include that the student:
- draws up a concept map, or produces a video, to show connections and flows in systems, of particular products or services produced in varying places; and compares ideas with others In • C • KC2
- predicts what would happen when part of the flow in a system changes (eg considers effects of war, changes in trade, natural disasters, over-exploitation of natural environments, changes in government policy on credit) In • C • KC6
- describes the kinds of jobs involved in producing, transporting and marketing products or services, identifies workers’ and employers’ rights, and determines whether there is unfair exploitation of workers In • T • KC2
- considers whether a particular good or service is accessible to all people and, if not, why this happens and how it could be changed. In • T • KC6
Strand: social systems

Students examine different kinds of decisions that are made by people. They analyse who makes these decisions, why they are made and what impacts they have on various groups in society, considering fairness for all. F • In • T • C • KC1

This includes such learning as:

- participating in team, group, class and school decision-making, and analysing how decisions are made and what impacts they have on various students T • KC1 • KC3 • KC4
- researching and discussing how and why rules are made (eg a particular rule in their class or school, a law in the community) and whether these are fair or not. Through role-play, students present this information to an audience T • C • KC1 • KC2
- demonstrating ways to negotiate, plan, put into effect and predict the social and environmental consequences of decisions made in their class, school or community, through group discussion on what outcomes they would like and ways to achieve them F • In • KC2 • KC3 • KC6
- analysing how and why a particular decision has been or might be made in the community (eg urban redevelopment, a changed bus route, closure of a railway station, closure of a bank in a rural area, promotion of a new product). By surveying, students determine whether people feel they have input into decisions and, if not, how this might change F • In • T • KC1 • KC5 • KC6
- investigating ways decisions can be influenced, by interviewing local community decision-makers and people from lobby groups, and analysing various responses and presenting results T • C • KC1 • KC2 • KC6
- exploring why and how power, wealth, gender and cultural influence are used in various societies to enable some people and groups to have greater input into decision-making than others T • Id • C
- researching and discussing ways in which social, legal and political arrangements can be organised to distribute power more fairly, using local and/or global examples. F • T • KC1 • KC2
At Standard 1, towards the end of Year 2, the child:

1.12

Takes an active part in making decisions to achieve goals while listening to, negotiating, and cooperating with others, and showing awareness of rights, responsibilities and rules.

In • T • KC3 • KC4

Examples of evidence include that the child:

• identifies and analyses some situations where rules have been devised for a purpose, and indicates who has made the rules
  T • C • KC1
• describes how and why rules are situational (eg at home, in the school library, in the school yard, in national parks and other conservation areas)
  C • KC1 • KC2
• negotiates with others about rights, responsibilities, suitable rules and reasons for them in particular situations
  In • C • KC2
• contributes to and participates in making decisions relevant to the class.
  In • KC6

At Standard 2, towards the end of Year 4, the student:

2.12

Describes and participates in decision-making processes and interprets the effects of decisions on people. F • In • T • C • KC2 • KC3

Examples of evidence include that the student:

• describes ways a particular school or community decision was made
  In
• identifies the impact of the decision on different groups of people
  T
• examines the decision-making process to determine identifiable groups who have more power than others, and considers why this occurs
  In • T • KC1 • KC3
• discusses ways power can be shared more equitably in preferred futures
  F • In • KC2
• describes how the decision-making processes used helped or hindered their group’s achievement of a task.
  In • KC3 • KC4

At Standard 3, towards the end of Year 6, the student:

3.12

Recognises that individuals, groups or systems hold different views, values and beliefs, and identifies those which contribute to the common good.

In • T • C • KC1

Examples of evidence include that the student:

• identifies and articulates a school or community issue or problem on which people hold different views (eg ways to resolve disputes)
  T • C • KC2 • KC3
• works collaboratively or in teams to clarify an issue, and develops possible solutions, identifying people or agencies who can assist and listening to their views
  T • C • KC4 • KC5
• trials or creates products that use simulation to resolve an issue, and evaluates the process
  T • KC1 • KC6
• analyses how views held reveal the values of the people who hold them, and argues which views contribute to the social good (eg peaceful conflict resolution as compared with violence).
  F • In • T • C • KC1 • KC2