Middle Years Band

Years 6, 7, 8 and 9
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners and learning in the Middle Years</td>
<td>5</td>
</tr>
<tr>
<td>Arts</td>
<td>9</td>
</tr>
<tr>
<td>Design and technology</td>
<td>35</td>
</tr>
<tr>
<td>English</td>
<td>61</td>
</tr>
<tr>
<td>Health and physical education</td>
<td>95</td>
</tr>
<tr>
<td>Languages</td>
<td>123</td>
</tr>
<tr>
<td>Mathematics</td>
<td>215</td>
</tr>
<tr>
<td>Science</td>
<td>259</td>
</tr>
<tr>
<td>Society and environment</td>
<td>291</td>
</tr>
</tbody>
</table>
Learners and learning in the Middle Years

The Middle Years Band of the SACSA Framework describes the Curriculum Scope and Standards for learning in Years 6 to 9.

All Middle 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, Middle Years learners are:

- experiencing adolescence and the accompanying emotional, physical and sexual changes
- learning to form, articulate and manage relationships
- keen to develop greater interdependence with their peers and independence in their lives
- questioning schooling and their engagement with schooling, reflecting on who they are, where they belong, what they value and where they’re going
- developing their own voice, often challenging the voices of their parents/caregivers, teachers and society
- aiming for a stronger sense of belonging through participation in wider adolescent cultures
- becoming aware that they can make changes for themselves and others.

To meet the needs of this range of learners, the learning process is complex, dynamic, interactive and cyclical, not linear. It involves students 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 across the whole 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 Middle Years integrate the Essential Learnings into learning tasks in ways which are appropriate to their
students and contexts. In the Middle 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:
   - understanding connections, continuity and change in past, present and future contexts
   - understanding the critical connection between natural and social environments
   - challenging assumptions about the past, present and future
   - critically examining diverse world views, ways of living, ways of working, relationships and values
   - creating new knowledge from insights of the past, understandings of the present and foresights of the future and applying this in building future scenarios.

2. **IDENTITY**: critically understanding and developing personal identity, group identity, and relationships, and acting to shape these, including:
   - understanding and critiquing key ways in which groups, cultures and social constructs contribute to forming identities
   - developing self-awareness and understanding with a strong sense of self-worth in social and working contexts
   - confidently choosing and understanding the effects and consequences of choices made about identity
   - identifying actions taken individually or structurally to address issues round identity (eg harassment, racism, sexism, homophobia, employment/unemployment)
   - understanding group dynamics and acting appropriately with and in relation to others.

3. **INTERDEPENDENCE**: developing a sense of connectedness with other people, and systems, reflecting on and taking action to shape local and global communities, including:
   - demonstrating respect for difference in cultural, social and vocational practices
   - developing personal skills and abilities to create and maintain rewarding and effective relationships with individuals and groups
   - identifying changes which would benefit community development and takes appropriate action
   - engaging in social action in powerful and constructive ways.

4. **THINKING**: developing creativity, enterprise, wisdom and the capability to evaluate and generate ideas and solutions, including:
   - understanding how to create personal relevance through reflection and metacognition (knowing oneself as a thinker and learner)
   - developing habits of mind that use incisive and critical thinking
   - using a range of thinking modes and styles to recognise and develop connections among ideas
   - applying creative and enterprising thinking to the generation of ideas and solutions.
5. COMMUNICATION: developing knowledge, skills and dispositions required to construct and deconstruct meaning and to critically understand and use the power of communication and technologies, including:

- evaluating language use, with awareness of the power of language, technologies and the media
- receiving and sharing meaning through different forms of communication (e.g., dance, dramatic performances, media modes, chat lines)
- thinking critically about communication, recognising multiple interpretations, challenging assumptions and providing alternative possibilities
- using a variety of media and modifying communication for different audiences and contexts
- being able to effectively use a range of communication modes to solve problems when working individually or with others.

In the Middle Years Band, as in all other Bands, literacy, numeracy and information and communication technologies (ICTs) are key dimensions of all Essential Learnings, and in particular 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 Middle Years**

Middle Years students self-manage and review complex activities and projects through the application of Key Competency skills and abilities and enterprise attributes in actual or simulated work, or community-based learning. They demonstrate an understanding of social and interpersonal skills and economic perspectives of work. They transfer their ideas, skills and attributes to new contexts to achieve work-related goals at school, home and the wider community.

They use a range of resources within and beyond school to develop plans, and evaluate and reflect choices, about specific education, training and work options that may be pursued in their immediate post-compulsory school years.
Students in the Middle Years initiate learning opportunities in and out of the school environment, utilising their enterprise skills and attributes and matching personal interests, strengths and weaknesses to projects and tasks. They develop positive attitudes to Vocational Education and Training, further education and employment to engender lifelong learning.

Implications for teaching, learning and assessing in the Middle Years

Teachers use the Middle Years Band document to construct curriculum which is appropriate to the learners they teach and is consistent with the constructivist teaching and learning theories upon which the SACSA Framework is based. Thus, students’ learning occurs best when the Middle Years learning environment is:

- social and interactive. It builds on the interests and energy of the learners themselves and acknowledges the growing importance of relationships and identity for learners in this Band
- engaging for learners and makes clear the connection between practical experiences and the acquisition of knowledge and understandings
- collaborative, and focuses on problem-solving, enabling learners to work effectively with a diverse range of people
- based on flexible structures and processes that support learners to be directly involved in negotiation and decision-making in all aspects of an integrated curriculum

In this environment, learning and assessment:

- is purposeful and situated in meaningful contexts. It is based on discovering, constructing and using knowledge leading to deeper reflection, questioning and understanding
- develops stronger connections between concepts from across the curriculum
- makes cross-cultural connections and demonstrates that experience may have a variety of meaning for diverse groups of people
- uses multi-dimensional and integrated tasks that are outcomes-based, supporting a sustained energy for lifelong learning
- provides learners with appropriate feedback in specific situations and on a more developmental basis over time
- reflects curriculum design which requires learners to produce, create, perform and present.
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 and 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 digital and electronic 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; combinations of these art 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 within and 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 those 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.

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, storyboards, 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 Middle Years develop a more specialised understanding of arts practices in all arts forms and the ability to work with and present their arts works in ways that bring them closer to the world outside the formal learning environment. KC1 Students respond to settings that adopt a more specialised studio or workshop approach. Although they can direct their own learning, they need support, guidance and encouragement as they take responsibility for completion of arts activities. Students define self-image and may manifest a sense of privacy about some of their arts works. Id • In

Students make choices and show preferences for one or more styles or forms when generating arts works. KC6 They generate their own ideas about tasks, and at times tackle complex and challenging works, and question social values or the conventions of an arts form. They select appropriately and use new technologies, seeing them as belonging to their current and future worlds. KC7 They use technologies as arts learning and production environments in the creation of arts works (e.g. musical, visual and multimedia arts works for screens, speakers and immersive environments). KC6 • KC7 They consider the changing world of paid and unpaid work in arts and imagine the impact of arts on their future school life and beyond. F • Id • T

Middle Years students often learn new concepts when the content is relevant to current peer shared interests. KC4 It is also a time when talents and interests in arts provide an outlet for issues of identity. Many students spend hours at a time actively engaging in arts pursuits, such as drawing or playing an instrument. They are developing an increasing understanding and control of skills while managing the impact of their own physical development. KC1 They are able to apply appropriate techniques, having been shown the basic ideas, and refer to support materials as required. KC3

Students of this age are able to initiate, plan and work with sustained and related processes; and carry forward their arts ideas to the stage of completed works for public performance, exhibition or broadcast. KC2 • KC3 They work in teams towards an arts event, taking on roles and responsibilities, learning through trial and error the importance of commitment and self-discipline. KC4 They have background knowledge of a diversity of presentation and performance methods that evoke desired responses.

The challenge of communicating their arts works to peers, the local community, other schools, and online global communities through exhibitions, festivals and cultural events gives them a
sense of achievement and personal satisfaction, imparts a sense of importance, and lets them know that they belong to the present world and can shape the future. KC2 In these ways they are enabled to present fresh ideas, critique contemporary culture and recognise and challenge a variety of social constructions. C • KC1 • KC2 • KC6

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

**Key Idea**

**Students draw from thought, imagination, data and research, and the examination of social and cultural issues, to demonstrate personal aesthetic preference, and provide imaginative solutions and artistic responses to ideas and issues.**

This includes such learning as:

- asserting personal and aesthetic preferences in the organisation of arts elements. Students use related and sustained approaches to explore, record, plan and develop their arts ideas, and to see arts works through from earliest stages to completion.
- envisaging the intended messages and outcomes of their creative process, and the possible responses of others, in creating arts works that reflect an understanding of artistic traditions from the past and present and anticipate the future.
- improvising, controlling, adapting, transforming and modifying forms, data, images, graphics, sounds, movements, gestures and words to convey intended meaning.
- creating imaginative solutions to ideas, problems, and social and cultural issues using their knowledge of different forms and styles of arts works.
- using research (print, interview, online) and knowledge and observation of the artistic practice of specific artists/performers from different social and cultural contexts and past and present times as sources of inspiration for arts works.

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.**

Examples of evidence include that the student:

- selects and defines a space in which to create/re-create dance sequences or movements.
- uses experience and imagination or paintings, stories and poems as a stimulus for drama (eg Dreaming stories).
- uses photographic, computer generated/manipulated means to create images which represent their understanding of past, present and future times.
- improves with sound to express the mood of another arts work (eg painting, play, dance, poster).
- interprets a character from a story using different mediums (eg paint, clay, found objects).
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 • KC3 • KC4
- improvises a short instrumental or vocal work and experiments with notation, as the basis for a composed work to accompany a play or 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

At Standard 4, towards the end of Year 8, the student:

4.1

Explores arts practice and knowledge of style, form and genre, to create/re-create arts works within each arts form that present imaginative solutions and responses to ideas and issues.

Id • T • KC1 • KC6

Examples of evidence include that the student:

- designs a dance work, demonstrating personal and aesthetic preferences, and experiments with media technologies to determine the most appropriate media tools to enhance the mode of presentation Id • T • KC3 • KC6
- interviews parents/caregivers or grandparents on what it was like to be a 'teenager'. They use the research to design a dramatic performance for the interviewees T • C • KC1 • KC2 • KC3
- prepares a radio program to inform people about a council plan to redesign a park in the local area T • C • KC2
- prepares an arrangement of a nursery rhyme or simple folk tune in a rap style for an audience of young children T • C • KC3
- works collaboratively and uses creative thinking techniques to design masks and set props for a school performance on the theme of Australian identity. Id • In • T • C • KC3 • KC4 • KC6
Strand: arts practice

Key Idea

Students develop knowledge of the styles, forms and conventions of each arts form; refine arts skills; apply appropriate techniques; explore, plan, organise and employ both creative and abstract thought in the production of arts works. T • C • KC3 • KC6

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

- developing skills in planning and organising time schedules and equipment, and producing program notes, catalogues, commentaries, digital formats and advertising posters for identified purposes and audiences T • C • KC3
- exploiting the aesthetic qualities and potential of the medium used, and engaging in arts works that increasingly reflect the use of a particular chosen medium C • KC6
- choosing and planning appropriate arts technologies, including a range of software applications, digital cameras, scanners, sound bytes and multimedia applications, for production and distribution of their work. Students create arts works that reflect the influence of the technologies used C • KC3 • KC6
- recognising how emerging technologies can both increase access and influence the development of arts forms and the nature of arts works, including music, theatre, opera, performance art, multimedia and computer graphics F • T • C • KC1
- analysing and identifying skills and processes that are transferable across arts forms (and to other Learning Areas) In • T • KC1
- selecting specific features of, and refining skills in, each arts form, or combinations thereof, to develop and create arts works/products/productions, including those listed on page 20. T • C • KC3 • KC6

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

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 • KC1 • KC3

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 • KC2 • KC7
- 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 • KC2 • KC7
- 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 • KC3
- 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 • KC2 • KC6
- 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 • KC3 • KC6 • KC7
At Standard 3, towards the end of Year 6, the student:

3.2

Selects, plans, and constructs arts works within each arts form using appropriate combinations of skills, techniques, processes, conventions and technologies. T • C • KC1 • KC3

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 • KC2 • KC3
- rehearses and refines a structured drama situation in a number of different styles (eg slapstick, comedy, soap opera, melodrama) T • KC3
- 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 • KC1 • KC3
- 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 • KC3 • KC6
- effectively combines different drawing techniques (eg cross-hatching, stipple, tone, shading) to communicate personal ideas about self-identity Id • 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. T • KC6 • KC7

At Standard 4, towards the end of Year 8, the student:

4.2

Selects from, adapts, combines and refines appropriate conventions and technologies to create/re-create arts works that purposefully convey meaning and address intended function. T • C • KC1 • KC3

Examples of evidence include that the student:
- combines movements to make smooth transitions, and includes a variety of ideas, music and accompaniments in order to develop movement motifs, and plan and create dance sequences T • KC3 • KC6
- designs drama spaces and environments to suit a given scene from a play. They modify the performance, taking into account performance space, purpose, audience, equipment and time T • KC3 • KC6
- manipulates time in a radio or video production, and records a voice-over to a video or set of still images. They develop scripts that present a point of view as a current affairs presenter T • KC5 • KC6
- sings or plays an instrument (eg synthesiser, guitar, trombone, tuned percussion, drum kit) as part of a group performance which has been prepared for a particular social occasion or audience T • KC2
- manipulates images and colours to design logos for selected clients (eg sports or music group) Id • T • KC1
- creates, manipulates and improvises images for electronic animations which interpret student’s original stories about preferred futures. F • T • KC3 • KC6

At Standard 5, towards the end of Year 10, the student:

5.2

Draws from a repertoire of skills, and integrates a range of techniques, conventions and technologies to demonstrate innovative interpretations of, and solutions to, arts ideas. T • C • KC7

Examples of evidence include that the student:
- uses elements and techniques from a variety of dance styles and forms (eg cultures, jazz, contemporary, ballet) to choreograph a unique and personally inspired dance work Id • C • KC3 • KC6
- prepares a performance and manages aspects of a production for an invited audience (eg direction, stage management, set design, lighting, sound, front of house, publicity) T • KC3 • KC6
- develops an advertising campaign to promote a special event or product designed to attract specific audiences T • KC3 • KC6
- composes or performs a musical work based on digitally recorded environmental sounds combined with instrumental sounds, using known works as stimulus F • T • KC3 • KC6
- redesigns commonly used domestic, sporting or entertainment products (eg uses rendering techniques or software programs to change the colour, form and overall effect) T • KC3 • KC6
- creates effective multimedia arts works that combine images, text, movement, light and sound for a range of audiences. T • KC3 • KC6
## Language, features, skills and techniques of each arts form

<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>acting</td>
<td>advertisements</td>
<td>arranging</td>
<td>animations</td>
</tr>
<tr>
<td>choreography</td>
<td>characterisation</td>
<td>animations</td>
<td>aural skills</td>
<td>assemblages</td>
</tr>
<tr>
<td>composition</td>
<td>costume</td>
<td>audio recordings</td>
<td>composing</td>
<td>ceramics</td>
</tr>
<tr>
<td>dance forms (eg ritual, cultural, social, artistic)</td>
<td>directing</td>
<td>authoring</td>
<td>dynamics</td>
<td>collages</td>
</tr>
<tr>
<td>dance sequences</td>
<td>ensemble</td>
<td>Cd-ROMs</td>
<td>electronically reproducing</td>
<td>composition</td>
</tr>
<tr>
<td>dance styles (eg tap, ballet, modern, jazz)</td>
<td>films</td>
<td>distributing</td>
<td>ensemble</td>
<td>computer generated/</td>
</tr>
<tr>
<td>dynamics</td>
<td>lighting</td>
<td>editing</td>
<td>harmony</td>
<td>manipulated images</td>
</tr>
<tr>
<td>energy</td>
<td>make-up</td>
<td>film</td>
<td>interpreting</td>
<td>and forms</td>
</tr>
<tr>
<td>ensembles</td>
<td>masked drama</td>
<td>framing</td>
<td>melody</td>
<td>constructions</td>
</tr>
<tr>
<td>levels</td>
<td>mimes</td>
<td>image/sound/text</td>
<td>music works: vocal/</td>
<td>design: graphic/product/</td>
</tr>
<tr>
<td>movement</td>
<td>performance poetry</td>
<td>lighting</td>
<td>instrumental/electronic</td>
<td>environmental</td>
</tr>
<tr>
<td>performance space</td>
<td>plays</td>
<td>magazines</td>
<td>musical structures</td>
<td>drawings</td>
</tr>
<tr>
<td>rehearsal</td>
<td>play reading</td>
<td>multimedia programs</td>
<td>rotating</td>
<td>fabrications</td>
</tr>
<tr>
<td>space</td>
<td>play writing</td>
<td>newspapers</td>
<td>playing instruments</td>
<td>form</td>
</tr>
<tr>
<td>style and form</td>
<td>props</td>
<td>photography</td>
<td>recording</td>
<td>images</td>
</tr>
<tr>
<td>time</td>
<td>puppetry</td>
<td>projection</td>
<td>rehearsal</td>
<td>jewellery</td>
</tr>
<tr>
<td>warm-ups</td>
<td>rehearsal</td>
<td>publishing</td>
<td>repertoire</td>
<td>multimedia</td>
</tr>
<tr>
<td></td>
<td>scripted plays</td>
<td>radio programs</td>
<td>playing instruments</td>
<td>paintings</td>
</tr>
<tr>
<td></td>
<td>set design &amp; construction</td>
<td>script writing</td>
<td>recording</td>
<td>photographs</td>
</tr>
<tr>
<td></td>
<td>sound</td>
<td>sequencing</td>
<td>ensemble</td>
<td>photo-montage</td>
</tr>
<tr>
<td></td>
<td>stagemark</td>
<td>sound recording/tracks</td>
<td></td>
<td>posters</td>
</tr>
<tr>
<td></td>
<td>tableaux</td>
<td>space/time</td>
<td></td>
<td>printmaking</td>
</tr>
<tr>
<td></td>
<td>technical theatre</td>
<td>storytelling</td>
<td></td>
<td>sculptures</td>
</tr>
<tr>
<td></td>
<td>text interpretation</td>
<td>television programs</td>
<td></td>
<td>shapes</td>
</tr>
<tr>
<td></td>
<td>use of space</td>
<td>transmitting</td>
<td></td>
<td>space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>videos</td>
<td></td>
<td>textures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>web pages</td>
<td></td>
<td>tones</td>
</tr>
</tbody>
</table>

**Visual arts**
- animations
- assemblages
- ceramics
- collages
- composition
- computer generated/
- manipulated images
- and forms
- constructions
- design: graphic/product/
- environmental
drawings
fabrications
form
images
jewellery
multimedia
paintings
photographs
photo-montage
posters
printmaking
sculptures
shapes
space
textures
tones
visual convention/cues
visual representation
web design
Strand: arts practice

Key Idea

Students develop their capacity to interact effectively with people from a diversity of interests and abilities. They learn to work as individuals and as members of production/performance teams and to assume specific roles and responsibilities in the development and production of arts works which achieve particular responses from audiences/viewers.

This includes such learning as:

- identifying personal and group strengths in order to utilise opportunities for performance/presentation within the community, at festivals or major public events, exhibitions or displays and/or to online/virtual communities
  - In • T • C • KC1 • KC4

- appropriately selecting and modifying a variety of multimodal communication forms to develop performances/presentations from each arts form for different contexts, purposes and range of audiences/viewers/users
  - In • C • KC2 • KC3 • KC6

- generating performances/presentations within each arts form that critique contemporary culture by challenging social constructs and ideas relating to gender, abilities, class, race and ethnicity
  - In • C • KC1 • KC3

- appropriately selecting and using a variety of technology tools (audio, text, graphics, electronic formats) to develop and/or enhance performances/presentations within each arts form
  - C • KC7

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.

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
  - Id • T • C • 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
  - Id • T • C • KC2 • KC4

- presents a media production to a variety of audiences and uses feedback about its intention and success
  - Id • T • C • KC2

- performs songs as a group or team to an audience of parents/caregivers/peers/community members and reflects on the performance
  - Id • T • C • 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 (e.g. community space, environmental beautification scheme)
  - T • C • 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 • KC3 • KC6
- 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 • KC2
- 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

At Standard 4, towards the end of Year 8, the student:

4.3

Works as an individual or in groups to refine and shape presentations/performances for a specific purpose and for different groups of audiences/viewers.

In • T • C • KC3 • KC4

Examples of evidence include that the student:

- matches and plans the style of a dance to suit an audience or occasion (eg modern dance for a youth festival event, jazz ballet for school concert), and demonstrates commitment to a peer project  
  T • C • KC3
- researches, writes, performs and evaluates a play that addresses local issues in the community or social issues (eg environmental, peer pressure, stereotypes, media images). They contribute to the process of refinement of various drafts/versions in working towards performance/presentation  
  In • T • C • KC1 • KC2 • KC3
- presents a lunchtime radio show (or web cast) to the school community, and adheres to planned work schedules devised by peer production team  
  In • T • C • KC2 • KC3
- performs a program of musical works selected for a particular occasion, and fulfils individual responsibilities in the context of a shared group or team presentation/performance  
  Id • T • C • KC2 • KC4
- presents visual arts works in imaginative displays accessible to the local community that commemorate/celebrate local personalities, histories and events.  
  T • C • KC2 • KC6

At Standard 5, towards the end of Year 10, the student:

5.3

Works as an individual, or as a team member with a defined role, to share and appraise arts works within a chosen arts form that purposefully convey ideas and intentions to particular audiences/viewers.

In • T • C • KC2 • KC4

Examples of evidence include that the student:

- choreographs for a particular age-group audience and chooses music, make-up, costume and props (eg a narrative dance for a group of young children)  
  In • T • C • KC3 • KC6
- presents a drama performance to the general public, keeps a production log; organises venue, program, tickets, front of house, display, promotion and review through local newspapers; and assists in the preparation and management of a budget for the project  
  In • T • C • KC2 • KC3
- trials a video, film or interactive software package that challenges assumptions of viewers/users in a small audience, and modifies it for wider distribution or for a variety of different audiences  
  In • T • C • KC3 • KC6
- contributes as a member of an ensemble (eg performer, leader, conductor, soloist, entrepreneur) to promote and present a music event for general public audience  
  In • T • C • KC2 • KC3
- creates work for a visual arts exhibition for display to the general public and/or designs a catalogue and promotion material for that exhibition.  
  In • T • C • KC3 • KC6
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 Middle Years know that arts works are communicated in a variety of modes such as display, performance and mass media distribution, and are conscious of the power of communicated messages. KC2 They respond to works in all the major, combined and emergent arts forms, and analyse arts works in increasingly sensitive and informed ways. KC1 They refine personal preferences as a basis for being discerning audience members, viewers and consumers. Because peer acceptance can be so important to them, stereotyped images often offer security and, although they enjoy unusual and original ideas, students respond to encouragement to take risks. Id • C

Students at this stage of learning, within constraints of locality or access, are likely to spend many hours listening to recorded music or watching films, and may hold fixed views about what they do and do not like. Negotiated arts audience/viewer involvement prepares them for enjoyment of experiences that involve a wide range of relevant, authentic arts works, including works especially designed to emotionally move young people. 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, Middle Years students are refining their understanding that communication is at the heart of the experience, and that they themselves generate the meaning. KC1 • KC2 Through the use of logical, metaphorical, creative and symbolic thinking processes, they are able to unpack the powerful ways in which arts works provoke meaningful responses in the receiver. KC5 • KC6 They engage in and develop their interpretive skills in the styles of thinking—musical, visual, spatial, tactile, kinaesthetic—that are specific to arts activities. T • C • KC1

Thinking about arts works involves questioning aspects of society as well as investigating the expectations and traditions of an arts form. KC1 Such thinking, during the experience or as a later reflection, is clearer when specific terminology can be applied to the sensations and feelings, either fleeting or held in memory. Students learn to use arts language as a means of communicating the experience they have been through; to express feelings and opinions; to describe conventions, codes, and practices; and to interpret meaning structures—verbal and
non-verbal—in arts works. KC1 • KC2 These analyses may be used as a basis for new works, thus influencing their future as creative individuals open to influence from past and contemporary artists. KC1 Having frequent opportunities to respond to arts works in oral, written, graphic and traditional notation modes increases their ability to generate symbolic models as holding forms for new arts works. KC1 • KC2 When analysing their own works, they identify key decisions and consider alternative processes. KC1 • KC6 They are refining their specialist arts vocabularies that can be used in diaries, journals and critical writing, as well as in class discussions and debate. KC1 • KC2

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

Key Idea

Students learn to distinguish different genres and styles associated with the different arts forms. They employ processes for analysis and interpretation of style, genre and form of arts works, and communicate both reasoned and personal viewpoints in response to arts works.

This includes such learning as:

- understanding that arts works have a variety of functions and can attract a range of audience/viewers/users and responses
- identifying aspects/components of a performance/presentation on which to focus appraisal, and using the terminology of each arts form to describe in detail different components, genre, styles and forms
- analysing arts works to discover themes, ideas pursued (eg reference to a person, place, activity or event, and/or expression of beliefs, values and personal life experiences) across each of the arts forms
- discussing preferences for performance/presentations (eg live performances or recordings of these, transmitted performances) across arts forms and giving reasons for their choice in relations to function
- suspending immediate judgment and taking time for critical reflection in order to make reasoned responses, and accommodate personal and other preferences when critiquing arts works
- analysing combined arts forms or new arts forms to appreciate that they have their own defining characteristics
- examining such modes and purposes as aesthetics, utility, rites, therapy, cultural cohesion, affirmation/challenge of stereotypes, and social and private pastimes
- analysing the power of arts works to influence the thinking of audience/viewers/users on several planes, including the physical, imaginative, cognitive, spiritual and social, often simultaneously.

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.

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
- responds to drama in oral, written or symbolic form according to predetermined criteria. Expresses opinions about own drama and that of others
- 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
- describes features that help shape a musical work and expresses opinions about them
- 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
- 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.
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, structure and content of children’s 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

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

3.4

At Standard 4, towards the end of Year 8, the student:

4.4

Describes the purpose of a diversity of performances and presentations, recognises the values and beliefs embedded within, and uses specialised arts terminology to communicate and explain personal preference. T • C • KC2

Examples of evidence include that the student:

- identifies steps and movements that express ideas and feelings in dance, and discuss a choreographer’s role in the success of a dance work T • C • KC1 • KC2
- gives short oral and written reviews of drama works seen live or transmitted and keeps a directed electronic log in order to describe, analyse and interpret their own drama, referring to opinions of critics/commentators when formulating own opinions/judgments T • C • KC1 • KC2
- identifies production and presentation formats across different types of magazines. They identify, describe and discuss how spatial relationships within a photograph contribute to the ideas and feelings presented T • C • KC1 • KC2
- interprets and evaluates a musical performance (eg listens to a peer composition once and then listens again, following the score) T • C • KC1
- analyses different buildings/products made by architects and designers and uses appropriate terminology to identify the ways in which space, form, detail and surface have been used in its construction/production and explains and justifies preference in terms of overall design. T • C • KC1

At Standard 5, towards the end of Year 10, the student:

5.4

Draws from critical analysis, personal research and reviews to interpret and make meaning from arts works across each arts form, and uses extensively specialised arts language to provide informed opinion about these works. In • T • C • KC3

Examples of evidence include that the student:

- discusses different choreographic interpretations, and gives a comprehensive account and reasoned viewpoint, based on research and personal critique of its theme, structure, staging and use of technologies Id • T • C • KC2
- devises their own frameworks for critical evaluation of drama productions, and compares a critic’s review of a live performance with their own Id • T • C • KC1 • KC3
- uses a range of responses and references in the description, analysis, interpretation and evaluation of online media arts works. Students present specific points of view to confidently express personal judgment Id • T • C • KC2 • KC7
- appraises and describes the distinctive musical features of works heard or performed from a period, composer, culture or style, and discusses similarities and differences, giving reasons for choices T • C
- uses online and offline references and reviews to prepare comparative reviews of visual arts works, commenting on the ideas being explored and the messages and meanings being conveyed (stereotypes, bias, dominant viewpoints) and materials, techniques and styles used. T • C • KC1 • KC2 • KC7

Middle Years Band — Arts
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 Through the study of histories students come to realise that contemporary arts in Australia reflect a diversity of traditions. The arts shape and are shaped by cultural identity and affirm, challenge and give life to values, 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 and what is valued. Id • In • KC1 • KC2

Students in the Middle Years engage with social and cultural factors, popular culture and media images and respond to changing relationships with their peers and families. These influences, and the prior learning that students bring to schooling, form the basis of relevant and authentic arts experiences for these learners. Id • In

Middle Years students understand that arts practice exists in a wide variety of forms that serve a diversity of purposes, and that the richness of society depends on that variety. KC1 These students deconstruct arts works and explain how arts works communicate ideas and reinforce or challenge social, political, cultural and artistic values. KC2 They explore ethical issues through analysis of the arts practice of others in order to discover both overt and hidden purposes. KC1 They consider contextualising factors such as who are the makers, what interests are being served in the promotion and distribution of arts works, and what personal or social benefits or losses result from the production of arts works for audiences and viewers. An interest in identifying a range of vocational, paid and unpaid opportunities, and educational and training pathways is a basis for seeking information about further education or employment. KC1 They understand the economic role of arts by making connections between creative, artistic endeavour and commercial uses of the arts; and by exploring, in real life or online, the contexts and characteristics of the life and works of arts practitioners. In • KC1

Students in the Middle Years deepen their development of a cultural perspective for considering and valuing the arts in different contexts. These students are aware of the world around them and of global issues. They understand how arts in Australia and beyond draws on a range of traditions, influences and cultures. KC1 They conceptualise the richness and diversity of arts practices throughout time, and from place to place, and begin to make connections across cultures. KC1 • KC5 • KC6 By exploring arts works from a diversity of cultures, these students develop a sense of being connected with others and their worlds. KC1 They gather evidence that arts and cultural practices have operated as expressive symbol systems throughout recorded time, and that current arts forms have historical contexts and possible precedents. In • T • KC1

Students in the Middle Years feel that they belong to a community. With encouragement from community members and their peers, they gain much by viewing themselves as contributors to community cultural or artistic life, through their own arts practice as webpage designers, actors, dancers, mural artists, violinists or youth circus performers. This is a strong incentive to undertake research into the contributions of Australian and other contemporary artists. KC1 In this way they deepen their understanding of individual arts works and their effects on individuals, groups and systems.

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

**Key Idea**

Students examine and analyse their knowledge of a wide range of arts works, the arts industry and social influences to understand the impact of these on their own and their peers’ work and that of Australian contemporary artists. In • T • KC1

This includes such learning as:

- conducting interviews or consulting with contemporary Australian artists in their local community and online communities for specified purposes C • KC2
- conducting research on Australian contemporary arts practice. Students reflect critically on this research to recognise influences on the context and processes of their own arts making and that of their peers Id • C • KC1
- analysing economic and political contexts for consumer behaviour in the five major arts forms within the contemporary Australian arts industry. Students examine youth arts subcultures as markets within a global economy to consider the impact of these on personal choice and aesthetic preference Id • In • T • C • KC1
- asserting and justifying purposes for, and values of, their own arts works and speculating on purposes for the arts works of peers Id • C • KC1
- exploring opportunities in the arts industry in relation to educational pathways and its potential for vocational and community work options. Id • F • In • KC1

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

2.5

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 • KC2
- 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:

3.5

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.

Examples of evidence include that the student:
- accesses online and off-line 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

At Standard 4, towards the end of Year 8, the student:

4.5

Recognises directions in contemporary arts practice and investigates and explains the needs, interests and capabilities required by artists/performers to work in the arts industry.

Examples of evidence include that the student:
- investigates changes in style of dance by comparing different purposes, gender, social and economic interests and discusses their importance to contemporary Australian arts practice
  Id • In • T • C • KC1 • KC2
- investigates drama performances presented in the local community; lists those given; discusses the different styles, techniques, features and focus of works offered and researches the work of individual performers
  Id • In • T • KC1 • KC2 • KC7
- studies media arts works presented by different networks and publishers; describes features, characteristics and surveys and discusses the appeal of these works to different audiences and community groups
  In • C • KC1 • KC2
- discusses music made/presented within the community; considers the cultural and historical traditions inﬂuencing these works (eg military events, marriage ceremony, worship, leisure, rituals) and summarises research in a short compilation audiocassette
  F • In • T • KC1 • KC2
- accesses CD-ROMs, virtual galleries and websites to investigate unique features of contemporary visual arts practice within Australia. Demonstrates ﬁndings in electronic format (slides, presentation software, website)
  In • T • KC1
- investigates particular vocational options within each of the arts forms in contemporary Australian arts practice.
  Id • In • T • KC1

At Standard 5, towards the end of Year 10, the student:

5.5

Understands and explains the powerful inﬂuence that political, social, technological and economic factors have on the purposes and function of arts works made in contemporary times.

Examples of evidence include that the student:
- independently examines and describes the ways in which individual Australian choreographers and the use of new technologies have impacted on contemporary dance performance
  In • T • KC1 • KC2 • KC7
- conducts independent research into the availability of contemporary drama performance, managerial and technical positions, and career pathways/opportunities
  In • T • KC1
- analyses and describes the ways in which different institutions involved in selling, regulating and owning large scale multimedia outlets inﬂuence the style and form of multimedia arts works
  In • T • KC1 • KC2
- conducts independent research and prepares a report on the ways in which contemporary music industry is both inﬂuenced by, and responsive to, youth culture and associated sub-culture
  In • T • KC2
- conducts independent research (online, off-line) into the contribution of artists and designers within Australian communities, as a basis for their own visual arts and/or design works.
  In • T • KC1 • KC6
Strand: arts in contexts

Key Idea

Students investigate the arts practices of a number of cultures across time to develop an understanding and appreciation of the cultural and global connections which are emerging as a result of social and technological change. **F • In • KC1**

This includes such learning as:

- identifying themes, mediums, elements, approaches and new technologies utilised in individual arts works which are indicative of particular cultures and traditions, but have become common across cultures **In • KC1 • KC7**
- identifying traditional arts practices, the range and extent of arts technologies, and the construction, recording and transmission of arts knowledge through time. Students recognise and report on stages of development in an arts form or genre **F • In • C • KC1 • KC2**
- accessing libraries and digital and electronic technologies to research connections in traditional arts practices **In • T • C • KC1**
- making connections between the diversity of arts practices in multicultural Australia and in global communities to influence their own current and future arts practice. **F • Id • KC1 • KC2**
- looking for forms and styles to discover meanings and symbols in arts works that originated from a range of cultures, such as Aboriginal and Torres Strait Islander peoples, and critically appraising their usage in different forums by diverse groups. **In • T • C • KC1**

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 **F • In • T • KC1 • KC2**
- identifies distinctive features of drama performances of cultural groups and names specific cultures by their well-known drama works (eg 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 (eg magazines, print/television/electronic advertisements, films, animation, photographs) **In • T • C • KC1 • KC2**
- discusses music from several cultures, identifying instruments with specific purposes, and names specific cultures by their musical works or instruments **In • T • C • KC1 • 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. **In • T • 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. In • 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
- 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
- discusses particular multimedia arts works and the social and historical periods in which they were produced (eg film from different eras and genre, photographs, advertising posters) and writes a storyboard to demonstrate understanding of changing style and form
- identifies distinguishing features of musical works (eg vocalisation, instrumentation) as belonging to a historical period or cultural group and prepares a short compilation audio tape to demonstrate understanding
- identifies art and design from diverse cultural groups (eg carving, 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

At Standard 4, towards the end of Year 8, the student:

4.6

Uses understanding of changing social and cultural beliefs, values and attitudes on the form, style and purpose of arts works made by artists/performers in different cultural settings, to inform research and practical tasks. In • T • KC1 • KC6 • KC7

Examples of evidence include that the student:

- investigates influences and changes in style of dance in a particular time, place or culture. They discuss their cultural importance, using elements of style to distinguish and describe dance from a range of different cultures and incorporates selected elements into own dance performance
- discusses the conventions and features of a range of forms and styles of drama from diverse cultures and summarises outcomes of discussion in electronic journal
- compares content, subject matter and characteristics of style and genre of media arts works from different times and cultural settings and explains differences in an electronic presentation (video, presentation software, website)
- identifies distinguishing features of musical works and locates them in a particular time, place or culture; creates short compilation of preferred works to present to peers/others in electronic format (video, audiotape, CD)
- compares artworks (paintings, drawings, sculptures, design: jewellery, clothing and multimedia) from different cultures and times to trace influences and identify similarities and differences. They prepare a presentation to demonstrate their findings in electronic format (slides, video, CD-ROM, website). F • In • C • KC1 • KC2 • KC5 • KC7

At Standard 5, towards the end of Year 10, the student:

5.6

Conducts independent research, critically analyses and compares and contrasts arts works from different cultural settings and across arts forms, and communicates understandings in written and/or practical form. In • C • KC1 • KC2 • KC7

Examples of evidence include that the student:

- independently researches a selection of culturally diverse dance works, and describes how social and cultural factors influence the nature of the dance works, the forms used, the selection of movements and where they are performed
- independently researches a selection of culturally diverse drama production methods, and presents a descriptive report
- conducts independent research (online, offline) into media arts works (advertisements, television programs) that demonstrate characteristics which connect them with specific cultural groups
- conducts independent research and describes and discusses variety in musical expression, across cultures and subcultures, and from different eras
- conducts independent research (online, offline, practical) as a basis for the construction of 3-D visual arts work in the style of a particular culture; a particular period of history; or by using a specific medium, theme or topic from that time or place. In • T • C • KC1 • KC3 • KC8
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
- 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 and communication technologies, 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. *KC1* 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*

In the Middle Years students have increased capacities for analysis and criticism, and the ability to manage their own learning. *KC1* They are aware of, and curious about, social, political, environmental and ethical dimensions of technology. *In* These students have views on the kinds of lifestyle that are available to them, or alternatives which could exist for them. Issues of optimism, or pessimism, about possible and preferred futures matter to these young people.

Students in the Middle Years understand many ways in which technologies impact on people, environments and societies. They appreciate that technologies don’t just ‘happen’ but have been designed with intentions and that, as a result, there are consequences that are never universally beneficial. *KC3* They critique past and present consequences of technologies, and predict possible future impacts on individuals, communities and environments. *KC1 • KC6* This involves students in examining how issues such as politics, economics and social privilege, profit, control and regulation, development and research affect technological innovation and application. *In • KC1*

Students at this level show concern for the effects of technology on different communities and environments. They become increasingly aware of the actual and potential effects of present and emerging technologies, and of the consequences of their application. The roles and effects of technology on the nature and conditions of paid and unpaid work becomes an increasingly important consideration for most students. They consider the ethical dimension of technological practice. *F*

When students critique they engage with products and systems which already exist in the world, as well as those yet to be. *KC1* They investigate former and current technological scenarios and speculate on how the world might or could be. *KC1 • KC6* They recognise that change and innovation are human-led and can see positive possibilities for themselves and their own futures, and the sustainability of those futures. *F*
Middle Years students use a range of strategies to question and analyse technologies, and to identify the criteria used and the decision-making behind the creation of those technologies. They develop refined understandings of relationships between people, natural environments, products, processes and systems. They consider values and attitudes, and explore the constructs of gender, class, ability and culture regarding the application and development of technologies. They develop perspectives of their own identity and place in the world.

Students appreciate issues of conflict and tension in the world, and they relate these to technological issues. They envisage ways of working with others to achieve desirable new environments. They make important connections between design, technologies, people and other species in ways which enable them to enlist friends and community, and business and industry groups, to pursue new social opportunities which are more socially and environmentally sustainable.

Following is the Key Idea that comprises the critiquing strand.
Strand: critiquing

Key Idea

Students analyse and explain the design decisions and thinking implicit in products, processes and systems made by themselves and others. They develop an initial understanding of the competitive nature of the designed and made world. In • T • KC1 • KC2

This includes such learning as:

- analysing the sources of technologies in relation to the particular values, intentions and interests of individuals, occupations and organisations. Students construct arguments on related issues In • T • KC1
- appraising all products, processes and systems for negative attributes (eg cost, resource use, environmental and social impact) and that none is universally beneficial In • T • KC1
- identifying ways in which issues such as politics, profit, control, regulation, development and research affect technological innovation and application In • T • KC6
- considering values and attitudes, and analysing the social constructs of gender, class, abilities and culture, with regard to the development and use of technologies, including digital and electronic, locally and throughout the world Id • In • KC1
- appraising and communicating the importance of ethics and quality of life as dimensions of technological practice for a continuing and more mutually supportive coexistence of all the earth’s species and places F • Id • In • KC1 • KC2
- making appropriate, responsible and constructively critical examinations of designs and technologies—past, present and future—in order to explain and critique how individuals and groups can be differentially empowered. F • In • T • 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 • In • 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 Id • In • T • KC3
- 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 Id • T • C • KC1 • KC2
- describes the historical, current and potential future relationships between climate, culture, people and resources in the designs of different forms of shelter F • In • 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. In • T • KC2

At Standard 4, towards the end of Year 8, the student:

4.1

Explains the decisions and choices made in designed and manufactured products, processes and systems and identifies alternative possibilities. In • T • KC2 • KC6

Examples of evidence include that the student:
- explains why there are architectural and furnishing differences between designs for particular buildings, and proposes new designs which respect the interests and needs of the users In • T • C • KC2 • KC3 • KC6
- explains why there are many varieties of the same kind of product (eg milk-based products, kitchen devices, cameras, clothing items). They find ways of discriminating amongst them, and suggest reductions or refinements of the market In • T • C • KC2 • KC6
- explains the design factors behind a range of rainwear (clothing or equipment), assesses each on its respective merits, and lists key desirable attributes as a basis of production specification In • T • C • KC1 • KC2
- explains the functions of, and relationships between, the parts of different electronic or mechanical products and systems. They speculate on alternative scenarios (eg adaptations of current designs, life without such a product or system). F • In • C • KC2 • KC6

At Standard 5, towards the end of Year 10, the student:

5.1

Examines critically the competing values embodied in designed products, processes and systems, clarifies relationships amongst people, products and quality of life and presents ethical analyses of various possible technological futures. F • In • T • KC1

Examples of evidence include that the student:
- discusses the competing variables (eg pollution, obsolescence, cost, social displacement, carrying capacity, economy, comfort, quality, safety, reliability) implicit in the design, use and existence of a car in terms of quality of life for all species. They identify and report on the social, economic and political adjustments required to create a variety of ethically defensible alternative scenarios F • Id • In • C • KC2
- critiques the key issues (eg animal and human rights, health, nutrition, chemical treatments and additives, housing) in different poultry or other animal production processes, and assembles the case for what they contend to be the most ethically desirable option F • In • KC1 • KC2
- provides a critical analysis of technologies of birth control, fertilisation and genetic engineering in terms of human existence. They prepare a discussion paper on the ethical issues and possible developments F • In • T • C • KC1 • KC2
- conducts a critique of a new and increasingly pervasive technological product. They draw up a set of criteria against which its advantages and disadvantages may be judged, and analyse, on an ethical basis, which criteria may constitute a want and which a need F • Id • In • T • KC1 • KC3
- prepares and leads a discussion on the issues of surveillance, control and human displacement by ICTs in public life and the workplace. They critique these issues in the context of democracy Id • In • C • KC1 • KC2
- critiques the key issues for those citizens unable to access developing technologies due to a lack of economic or social power or difficulties with physical or geographical access. In • C • KC1
**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. As students gain confidence as designers, they realise that they can personally effect change. 

Designing involves imagination and creativity to make proposals and choices about new ideas for products, processes and systems. All students learn a rich variety of design strategies for meeting needs that have been identified by them, their teachers or their communities. These needs are often expressed through a design brief. 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.

Students in the Middle Years come to more complex understandings that issues have personal, social, cultural and environmental implications, and seek opportunities to learn in ways that respect their interests and personal learning preferences. They also value opportunities to take risks in ways that are nevertheless fulfilling and do not lead to disappointment and uncertainty. Design in these years offers such opportunities (eg for creative endeavour, challenges, temporary personal risk-taking and uncertainty).

The results of design activity allow students fulfilment, by engaging with design briefs or problems for which the answer is far from clear at the outset. Such learning involves personal responsibility and ownership. Students may use personal interests and aspirations as a focus to develop a sense of empowerment. They often value and seek out other people’s knowledge and expertise. They may seek to engage in design challenges that involve complex issues, and require the ability to cooperate with others.

Students in the Middle Years bring together the learning of particular design skills from earlier education in ways that provide personal design and problem-solving strategies. They may value opportunities to learn from and work with skilled designers and craftspersons in their communities, using the Internet and e-mail. They learn that there are myriad ways of designing, and that there is no universal system or process to be used. As designers, students combine their many design skills in different ways to create personal success.

In the Middle Years students plan, document and communicate their designs and design strategies in effective and personally meaningful ways. They use and develop numeracy, literacy and information and communication technology skills in increasingly effective ways. Through identifying, prioritising, actioning and reviewing design issues with careful thought and recording, students are able to build their repertoire of planning and communication experience. The students collaborate with peers, experts and others to explore, communicate and generate information electronically. Details of their intentions and proposals are communicated using conventions and technical language suitable for technical or non-technical audiences, and in multimedia formats.
Designing in these years encourages powerful forms of thinking and communication, and gives students clear opportunities to establish themselves as independent learners and team members. KC4 They need to be careful decision-makers about their designs and working methods. They value and apply many forms of thinking, and interconnect these to achieve success. T They relate to others and document their thinking by communicating in appropriate languages and using different literacies for different audiences. KC2 Students recognise the significance of others who empower them in their designing with advice, collegial support and experiential and theoretical knowledge. C

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

**Key Idea**

Students understand and value the combining of different design skills in order to create personal strategies to become better designers of culturally, environmentally and socially defensible products, processes and systems.  

This includes such learning as:

- researching and integrating information from a range of sources (eg the Internet, family, cultural groups, networks of people) in a critical and creative manner, in order to clarify a design brief  
  \[ F \times I \times KC6 \]
- explaining and reporting on how form and function convey particular messages and values, and advance and marginalise the interests of different groups, in products, processes and systems \[ I \times C \times KC2 \]
- evaluating their designed product, process or system against the original brief, in order to confirm that it actually meets the set criteria \[ I \times T \times KC3 \]
- initiating and making refinements to their design and production proposals when faced with problems or the need to customise their design for an individual’s needs \[ I \times T \times KC6 \]
- managing problem-avoidance by understanding the interdependence of competing variables (eg materials, form, function, access, financial and social cost, size, construction) that are part of sophisticated designs for socially and environmentally sustainable products, processes and systems \[ F \times I \times T \times KC6 \]
- being enterprising in developing design briefs, including data, from their own analysis of situations, in order to effect change for particular individuals, groups or communities. Students use spreadsheets to analyse costs, etc. \[ F \times I \times T \times KC1 \]

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

**2.2**

Develops a range of design skills and uses them to effect change.  \[ F \times T \times KC3 \]

Examples of evidence include that the student:

- analyses a brief to design an animal house, and proposes strategies (eg trying ideas, researching, measuring, planning, trialling) to successfully meet the brief \[ T \times KC1 \times KC3 \times KC5 \]
- conducts research (eg 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 \[ F \times T \times C \times KC8 \]
- 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 \[ F \times T \times KC1 \]
- 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 \[ F \times T \times KC3 \]
- generates, independently, multiple ideas for their designs for a new flag to represent a group identity \[ F \times Id \times T \times KC6 \]
At Standard 3, towards the end of Year 6, the student:

3.2

Understands and uses the relationship between different design skills to become better designers.
F • In • KC1

Examples of evidence include that the student:
- consistently conducts careful analysis of design briefs, and explains this practice in terms of their successful resolution In • KC1
- modifies designs after sensitive evaluation of cultural preferences for a piece of headwear, and describes how feedback from evaluation can further improve designs F • In • KC1 • KC2
- identifies research needs in the light of analysing a brief to design a torch, and explains how research can influence design outcomes In • C • KC1 • KC2
- simulates the performance of a pneumatic system using simulation software, and describes the place of appropriate testing, as a means of obtaining feedback to initiate and test design improvements In • C • KC2
- 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. F • In • KC1 • KC6

At Standard 4, towards the end of Year 8, the student:

4.2

Integrates design skills to create personal strategies for designing culturally and socially defensible products, processes and systems.
F • In • KC6

Examples of evidence include that the student:
- recognises, selects and uses design processes that can have any of numerous starting points (eg a spontaneous idea, an evaluation of an existing product, a given brief, any point within an ongoing design process) when designing such projects as a public shelter or a multimedia package F • In • KC3
- initiates alternative design process models (eg linear, cyclical, interactive), and recognises the empowering and constraining nature of such models when discussing with peers strategies to plan and organise a school sports day In • C • KC3
- considers and creates different strategies with blends of design skills to meet a variety of design briefs (eg open or closed) for a range of products to promote a multicultural celebration In • T • KC6
- recognises their personal learning strengths and needs in bringing together what they do and do not know when creating design processes for recyclable signage systems. F • Id • In • KC1

At Standard 5, towards the end of Year 10, the student:

5.2

Independently generates and manages design strategies to create ethically defensible products, processes and systems. Id • In • T • KC3 • KC6

Examples of evidence include that the student:
- researches, generates and successfully resolves a design brief addressing a school- or community-based health and safety issue F • Id • T • KC1 • KC3 • KC6
- uses effective design skills to research, organise and manage the transport, program, care and catering to meet the needs of a group of senior citizens for a day trip F • Id • T • KC1 • KC3
- researches the efficiency of a fruit-drying product, process or system, and develops effective strategies to effect ecologically defensible designs F • In • T • KC1
- chooses an appropriate design process for the creation of a politically empowering interactive website to promote the principles of, and action to support, biodiversity F • In • T
Strand: designing

**Key Idea**

*Students use a full range of communication skills and techniques in the design field, including information and communication technologies, to document and communicate effectively their design thinking, ideas and proposals. T • C • KC2 • KC7*

This includes such learning as:

- analysing and compiling research findings (eg information, databases, opinions, existing designs) in meaningful and accessible ways to inform their own designing T • C • KC1 • KC7
- selecting appropriate 2-D and 3-D communication forms (eg sketches, notes, recordings, text, digital imaging, virtual and actual modelling) to convey their designs to others T • C • KC2
- developing flow diagrams, systems charts and planning tools as a member of a design team in order to communicate intentions and proposals. Students use CAD software and conventions and technical language suitable for technical or non-technical audiences In • T • C • KC2 • KC4
- managing a comprehensive record or design portfolio or electronic diary of the personal thinking, skills and design developments undertaken in their work T • C • KC3 • KC7
- valuing accuracy, clarity and appeal when using design communications that are not dependent on language T • C
- producing, in a variety of multimedia, comprehensive and effective communications of the manufacturing detail and anticipated social impact of products, processes and systems. F • In • C • KC2 • KC7

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 T • C • KC2
- uses pictures or a slide show to create a visual communication which explains the sequenced stages of building a house T • C • KC2
- draws different ‘bird’s-eye’ views for re-designs of their bedroom, and saves them into a folder for a later narrative exercise T • C
- 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 T • C • 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. T • C • 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
  T • C • KC4 • KC6
- negotiates with others and prepares a word-processed roster of a range of roles for members of their design team
  T • C • KC3 • KC4
- designs a flow-chart illustrating their analysis of the production chain of a food from farm to fridge
  T • C • 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
  F • T • C
- 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
  T • C

At Standard 4, towards the end of Year 8, the student:

4.3

Demonstrates skills in using a broad range of recognised communication forms and technologies to convey design thinking.

T • C • KC1

Examples of evidence include that the student:

- selects and uses appropriately, software to compile an inventory of items kept at home
  T • C • KC3
- uses a selection of clear 3-D annotated sketches and graphical images to communicate effectively different designs for a game scoreboard
  T • C • KC1
- maintains a design portfolio of resources, sketches, production flow-chart, plans, ideas, reflections, circuit diagram and evaluative notes for an electronic quiz game
  T • C • KC1 • KC3
- designs a series of overhead transparencies or an audiovisual presentation that allows them to discuss with their class, group or team the design thinking behind a selection of bags
  T • C • KC2
- produces, using CAD software, an exploded drawing which details and labels all components of a pump-action soap dispenser. They report how the parts and the whole interact as a system
  T • C • KC2 • KC3

At Standard 5, towards the end of Year 10, the student:

5.3

Demonstrates high level skills approaching community or industry practice in effectively recording and communicating their design thinking.

T • C • KC1

Examples of evidence include that the student:

- models accurately, in plasticine and foam, the grips of devices to be used by people with arthritis, and digitally catalogues the range of their designs
  T • C
- advocates and defends the technical, aesthetic and ethical aspects of their design for, for example, a piece of furniture made from recycled materials. They use electronic presentation techniques, including those associated with Australian Standards
  T • C • KC2 • KC7
- maintains a comprehensive design folio to document and articulate the full range of process skills and thinking used in their design development for a toothpaste dispenser
  T • C
- uses a video presentation to illustrate the historical development of the design thinking and cultural issues behind, and the possible futures for, security devices
  F • T • C • KC2
- develops an information bulletin of professional standard that raises the design issues implicit in controversial manifestations of technologies (eg gene patenting, data surveillance, waste creation)
  F • T • C • KC2
**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. 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. When students make products they view their personal capabilities in action and test their ideas and thinking against reality. \textit{Id} • KC6

Students' personal, educational, vocational and employment interests together call for them to be effective and independent managers of their time and other resources. Their personal planning and organisation is important and they must be able to work effectively alone, as well as in groups or teams. While consolidating their knowledge, skills and understandings gained from earlier years, they are now capable of applying this learning to their own production practices to a very high standard. \textit{In} • KC3 • KC4

In the Middle Years students relate their making experiences to personal goals and interests. KC3 They link their activity to clubs and community ventures and apply their skills and knowledge in personally fulfilling ways. They seek to expand their confidence and are optimistic about what they can achieve. They are now able to work from a considerable base of personal experiential knowledge towards expanding their repertoire of production capabilities. \textit{In}

When students make in the Middle Years, they learn an increasing number of skills and techniques to manipulate and shape a wide range of materials, including data. KC5 They seek and maintain a consistent standard of production quality and output and are innovative in how they work on personal and team projects. KC4 They use a range of strategies to plan and manage, analyse and question production ideas, and identify criteria and processes used, in order to ensure quality products and quality use of time and resources. \textbf{T} • KC1 • KC3 • KC6 Students continue to develop their responsible management and duty of care practice. KC3 They display perseverance in their design and production tasks, and often show flexibility when faced with difficulties.

Students continue to develop a detailed knowledge of the properties and potential of many materials, including data, and the form and function of a host of products, including systems. KC5 They select equipment for different areas of technology, and become increasingly proficient at using it to achieve standards that compare favourably with community practices. KC7 At the same time they may begin to show interest in, and aptitude for, specialised areas of design and technology. \textbf{In} • \textbf{T}

Students engage in negotiation of role and timelines, and management of people, to develop cooperative and flexible work teams. KC3 • KC4 They refine their understandings in the safe use of equipment and the responsible selection of appropriate and sustainable materials. They also investigate economic, aesthetic and environmental perspectives of production processes. \textbf{In} • KC1

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

**Key Idea**

Students demonstrate skills in creating products, processes and systems that achieve consistent production outcomes. They apply these skills in enterprising and empowering ways to personal and group situations.

In • T • KC4 • KC6

This includes such learning as:

- planning, selecting, recording and applying appropriate skills and techniques, and critical and operational abilities, including those required for digital and electronic technologies, according to project needs. Students compare these to community and industry practice In • T • KC1 • KC2 • KC3
- appraising the importance of being consistently proficient in a range of skills and associated knowledge, in order to achieve quality personal and team outcomes T • KC1 • KC4
- exhibiting task orientation, group and team skills, individual persistence, initiative, creativity and imaginative thought in dealing with manufacturing and construction constraints and difficulties Id • T • KC4 • KC6
- recognising relationships between quality and sustainability issues, and monitoring and reflecting on the standard of their work In • T • KC1 • KC3
- recognising the significance of advice, and guidance from, knowledgeable others in the community in order to improve their skills technique Id • In • C • KC1
- appraising the significance of technique in cultural design and technological activity, and acknowledging reflective practice as a means of improving in technique. T • KC1 • KC3

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. Id • T • KC7

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 Id • T • KC5 • KC7
- uses appropriate equipment and ingredients to make scones, and describes to their peers what the difficult parts were Id • T • KC2 • KC7
- uses equipment to adjust their simple wind instrument until a satisfactory sound is obtained T • KC7
- 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 T • KC6
- 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. T • KC6
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. \( \text{Id} \cdot \text{T} \cdot \text{KC6} \)

Examples of evidence include that the student:
- accurately cuts and sews the fabric pieces which form the designed patterns to make a community banner \( \text{Id} \)
- 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 \( \text{In} \cdot \text{T} \cdot \text{KC4} \)
- designs, makes, trials and adjusts a suitable device to hold a door open for a person who cannot bend \( \text{Id} \cdot \text{T} \cdot \text{KC6} \)
- independently creates, merges and manipulates non-language-based images to generate quality information labels suitable for laminating and using in a public garden \( \text{T} \cdot \text{C} \cdot \text{KC6} \)
- accurately shapes and assembles, following relevant consultation, the components for a 3-D wall sculpture, which commemorates an Indigenous historical event. \( \text{In} \cdot \text{T} \cdot \text{KC3} \)

At Standard 4, towards the end of Year 8, the student:

4.4

Effectively uses, in personally and interpersonally appropriate ways, a range of skills that achieve consistent production outcomes. \( \text{Id} \cdot \text{T} \)

Examples of evidence include that the student:
- uses care and skill to adjust an item of clothing to suit the person for whom it was designed \( \text{Id} \cdot \text{T} \)
- demonstrates interpersonal skills in working in a team to interface accurately the control program, motor and gears to move and operate a model robotic device \( \text{Id} \cdot \text{In} \cdot \text{T} \cdot \text{KC4} \)
- develops an interactive webpage with clear graphics, succinct text and easy-to-use information selection buttons, in order to teach a topic to their peers \( \text{In} \cdot \text{T} \cdot \text{C} \cdot \text{KC7} \)
- engages with, and overcomes, production difficulties encountered when creating an aid for a person with a disability \( \text{Id} \cdot \text{T} \cdot \text{KC6} \)
- works cooperatively with others to optimise capabilities and skills in creating, planning and making a demountable and ecologically sustainable stall for a community project. \( \text{In} \cdot \text{T} \cdot \text{KC3} \cdot \text{KC4} \cdot \text{KC6} \)

At Standard 5, towards the end of Year 10, the student:

5.4

Demonstrates specialised skills to create, independently and in teams, products, processes and systems approaching community and industry standards. \( \text{In} \cdot \text{T} \cdot \text{KC4} \)

Examples of evidence include that the student:
- demonstrates high-level manufacturing skills in executing, as a team member, design and production requirements which meet national specifications for a competition-standard solar car \( \text{In} \cdot \text{T} \cdot \text{C} \cdot \text{KC4} \)
- manufactures, using a range of materials and techniques, an animal enclosure, parts of which call for a high degree of accuracy \( \text{In} \cdot \text{T} \cdot \text{C} \cdot \text{KC3} \)
- accurately manufactures veterinarians’ overalls to a timeline and to negotiated standards, using a range of assembly techniques \( \text{Id} \cdot \text{In} \cdot \text{T} \cdot \text{KC3} \)
- independently produces a program to control and sequence accurately the movements of a robotic arm. \( \text{Id} \cdot \text{In} \cdot \text{T} \cdot \text{KC7} \)
**Strand: making**

**Key Idea**

Students apply their knowledge of the characteristics of materials and equipment when creating solutions and designing to meet criteria related to function, aesthetics, sustainability and production. F • In • KC3 • KC6

This includes such learning as:

- developing detailed knowledge of the respective properties and potential of many materials, including data, in order to optimise production requirements for sustainable designs F • T
- creating and developing personal design plans and proposals according to the potential and limitations of the resources and facilities available to them F • In • KC3 • KC6
- working in production teams to design testing procedures for specialised applications of resources to a community design project In • T • C • KC3 • KC4
- identifying and accessing sources of specialised knowledge, including members of the community, and sites of specialist materials and equipment, in order to maximise personal design opportunities In • T • KC1
- balancing issues of function, aesthetics, and social and environmental sustainability, considering alternatives, exploring possible strategies and justifying their material and resource decisions in their plans. F • In • C • KC3 • 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 (eg saws, scissors, knives) in terms of the way they work on particular materials In • T • C • 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 In • C • KC2 • KC7
- recognises the potential of a simple database to store and organise information about the properties of materials. In • C • 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 F • T
- researches, on the Internet, a range of synthetic materials to find the most suitable ones for making a UV-resistant, discreet and waterproof flysheet In • T • KC1
- analyses and selects from a range of natural and artificial materials and finishes to produce a garden plant sign system which is durable, subtle and recyclable F • In • T • KC1
- matches the capabilities of a computer program to the requirements to control a variety of mechanical devices, thereby avoiding duplication of hardware In • C • T
- identifies materials and equipment for making an appealing, protective, and socially and environmentally sustainable package for an item of food F • T • KC1
- researches sustainable materials and methods for Aboriginal artefact-making in diverse environments. In • KC1

At Standard 4, towards the end of Year 8, the student:

4.5

Evaluates materials and equipment in order to meet principles of function, aesthetics and sustainability. F • In • KC1

Examples of evidence include that the student:
- researches and tests a range of fabrics and associated manufacturing techniques for making a strong, discreté and waterproof flysheet In • T • KC1
- speculates on the Internet, a range of synthetic materials to find the most suitable ones for making a UV-resistant, discreet and waterproof flysheet In • T • KC1
- identifies materials and equipment for making an appealing, protective, and socially and environmentally sustainable package for an item of food F • T • KC1
- researches sustainable materials and methods for Aboriginal artefact-making in diverse environments. In • KC1

At Standard 5, towards the end of Year 10, the student:

5.5

Defends and applies choices made in using particular materials and equipment to create sustainable products, processes and systems. F • In • C • KC2

Examples of evidence include that the student:
- prepares a multimedia presentation or report to a community group to defend their choice of possible fertilisers for an organic vegetable garden F • C • KC2
- specifies and promotes to a visiting industrial panel their choice of materials used for each part of a watering device that is reliable, efficient, portable and socially and environmentally sustainable F • In • C • KC2
- defends, in the light of government standards, the nutritional value and preparation methods of their design for a food product. They disseminate this information through a website designed for youth groups In • C • KC2
- provides to manufacturers reasons for their choice of materials for the protection of glassware in different situations (eg transportation, display, in contact with other products, when cleaning) In • C • KC2
- prepares an electronic report giving their justification of, and specifications for, the patenting and licensing of their production and circuitry design for a low-voltage light system activated by the opening of a cupboard door In • C • KC2 • KC7
Strand: **making**

**Key Idea**

Students describe and communicate principles of good resource management and duty of care, and integrate them into socially and environmentally sustainable designing and making practice.

This includes such learning as:

- planning, prioritising, reviewing and managing the resources, operational techniques and equipment needed to achieve high quality and sustainable products and systems, through safe and efficient modes of operation
  
  F • In • C • KC2 • KC3

- practising and communicating principles of duty of care towards themselves and other humans and natural environments, when designing and in their work practice
  
  F • Id • In • KC2

- negotiating ways of making modifications, incorporating new ideas and new technologies, and overcoming deficiencies or changing direction as they are working
  
  F • T • C • KC2 • KC6 • KC7

- valuing, seeking out and recording other people’s knowledge, expertise and cultural practices when engaging in designing and making tasks that involve sensitive interpersonal issues
  
  In • T • C • KC2

- displaying perseverance in design and production tasks, and showing initiative, flexibility and willingness to embrace new approaches, when faced with difficulties
  
  F • Id • T • KC6

- engaging in the sensitive negotiation of roles and timelines, and the management of people, to develop cooperative and flexible work teams.
  
  Id • In • C • KC3 • KC4

---

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.

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
  
  Id • In

- 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
  
  Id • In • C • 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
  
  Id • In • C • 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
  
  Id • In • C • KC3

- works as a member of a design team to identify environmental issues, and negotiates an acceptable safety and recycling policy with the class.
  
  Id • In • C • 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
- 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
- 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
- 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
- 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.

F • In • C

At Standard 4, towards the end of Year 8, the student:

4.6

Analyses and applies the principles of good resource management, sustainability and duty of care in their design and making practice.

F • In • KC3

Examples of evidence include that the student:

- plans the preparation and consumption of material in ways that minimise process, energy use and waste; and recycles all scrap material
- researches issues of time management, safety, taste, deterioration, environmental sustainability and contamination when creating food products
- considers issues of negative imagery and behaviours when designing a computer-animated story that will be viewed by young children
- considers and defends labour, storage, mobility and re-use factors in their designs for stage props for a school musical
- researches, consults and plans for respect, sustainability and safety in relation to cultural tourism design (e.g. interpretive signs, leaflets, websites, walking trails).

F • In • KC1 • KC2

At Standard 5, towards the end of Year 10, the student:

5.6

Integrates the principles of good resource management and duty of care when creating sustainable products, processes and systems and assembles effective arguments to defend these principles.

F • Id • In • C • KC2 • KC3

Examples of evidence include that the student:

- appraises the production issues and strategies for manufacturing a work station for a person with a disability. They prepare a report advocating the decisions made about the production methodology, for submission to an electronic design and technology journal
- defends and promotes their case for the use of non-genetically-modified foods in the school’s end of year dinner, and demonstrates high-level management skills and duty of care in preparing and presenting the meal
- analyses the resource, health, safety, welfare and access factors in the design of a new community swimming pool, and presents the case for design amendments to the local council
- works as an effective and supportive member of a team designing a wind-powered machine. They compile a web-based report on the project, with particular emphasis on the cooperative work strategies used and the energy efficiencies achieved
- negotiates and manages the accessing of appropriate resources for demountable playground equipment for a children’s park. They create production plans and critique, with the guidance of a mentor from industry, their management experience of the project.
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 and availability of information and communication 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 digital and electronic communications 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 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, digital or in a combination of modes (multimodal). KC2 Texts may be composed or transmitted by any appropriately selected 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. In • T • C

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. Id • T • C • 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 cultures, language and literature, to explore significant contemporary works, to consider possible and preferred futures in predictive fiction, 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 Because 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 they form an important basis for critical analysis in English. F • Id • In • T • C

The table on page 68 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>• consider the purposes for their writing KC3</td>
<td>• consider the purposes for their writing KC3</td>
</tr>
<tr>
<td>• participate in formal and informal dialogues KC2</td>
<td>• engage with a range of written and visual texts for different purposes KC3 • KC2</td>
<td>• compose a range of texts KC3 • KC2</td>
</tr>
<tr>
<td>• compose and present spoken texts for a range of contexts, purposes and audiences KC2 • KC3</td>
<td>• interpret and respond to different texts KC1 • KC2</td>
<td>• demonstrate critical understanding of the contexts and audiences of their texts KC1</td>
</tr>
<tr>
<td>• develop critical understanding of context, purpose and audience KC1</td>
<td>• demonstrate critical understanding of texts KC1</td>
<td>• use desktop publishing tools and/or word processing tools. KC7</td>
</tr>
<tr>
<td>• use digital and electronic technologies. KC7</td>
<td>• use information and communication technologies and critically analyse electronic information for accuracy and quality. KC7</td>
<td></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

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

#### 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)
- reviews of books, films
- films
- 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)
- reviews of books, films
- films
- 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)
- reviews of books, films
- films
- 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)
- reviews of books, films
- films
- 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)
- reviews of books, films
- films
- 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)
- reviews of books, films
- films

#### 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
  - proformas
  - meeting minutes, agendas
  - instructions
  - sexual and racist harassment policies
  - instruction manuals
While students progress through the Middle Years of schooling, constructing and reconstructing self-image and building relationships with peers become critical issues. Students explore their own identity, values and place in the world. They experience influences of family, peer groups and popular culture as they move into and through the adolescent years, and consider their own and the world’s future. These issues are central to the kinds of texts that students listen to, speak about, read, view and write in the Middle Years. They use language to express personal ideas and opinions, and to examine different perspectives of gender, abilities, race and culture when interpreting and composing increasingly complex texts. Id • KC1 • KC3 This stage of schooling involves the transition between the primary and secondary years and provides the foundation for a more structured, critical appreciation of language and texts. In the Middle Years students use strategies that will assist them to communicate with others and to take action in shaping their future. F • Id • In • T • C • KC2

Middle Years students listen for a range of increasingly complex ideas, opinions and perspectives in texts of varying form and length. Later they examine these ideas, opinions and perspectives constructively and critically. KC1 They learn to listen for specific purposes such as to identify Key Ideas, take note of information and summarise main points, as they manage longer and more complex texts. In becoming more aware of the local and global community, students now produce spoken texts that explore challenging ideas and issues. They interact in informal and formal situations such as speaking at assemblies, in plays, drama performances, poetry and storytelling; and responding to texts in creative, expressive and critical ways. KC2 At this stage students understand that their own compositions are shaped by different contexts, audiences and purposes, and they begin to adjust their spoken texts in response. Id • T • C • KC2

Middle Years students develop understandings about different perspectives when reading and viewing a diverse range of texts. They expand their interest, enjoyment and appreciation of texts by reading and viewing popular novels, plays, poems, films, short stories and factual texts from diverse sociocultural perspectives.

Students examine texts with challenging themes and issues about identity; social, cultural and environmental relationships; and possible futures. They develop their own understanding of identity, cultural interdependence and preferred futures. Middle Years learners recognise that texts are constructed by people who hold personal views and that these may be biased. KC1 They examine the social and cultural values in texts and understand that information included in or excluded from texts is significant. Id • In • F • KC1

Students in this Band compose a range of texts of increasing complexity to communicate thoughts, feelings, ideas and opinions with a range of audiences. KC2 They do this by producing texts such as extended narratives, clearly justified arguments, substantiated conclusions and formal letters. With support, students write for different purposes such as to inform, persuade, hypothesise, speculate and reflect. KC6 They predict audience needs and experiment with altering the content and style of a text for different audiences. In the Middle Years students select and use appropriate computer technology to construct different texts (eg using a laptop to take minutes, create an agenda). T • C • KC7

Following are the Key Ideas that comprise the texts and contexts strand.
**Strand: texts and contexts**

**Key Idea**

Students respond to increasingly complex ideas and information and examine diversity of opinion when listening to a range of texts. They critically and creatively produce a range of spoken texts about topics and issues for a wide range of audiences. \( T \times C \times KC2 \times KC3 \)

This includes such learning as:

- listening to and interpreting spoken texts in multiple ways (e.g., accurately summarising and tabulating decisions reached in student meetings, discussing song lyrics) \( T \times C \times KC1 \times KC2 \)
- critically analysing their use of language in their own and others’ spoken texts, taking into account the effect of certain values and relationships that are privileged, and the impact of their language on other people \( Id \times In \times KC1 \)
- appraising and effectively using many varieties of English, including Standard Australian English, in different forms and contexts (e.g., interacting with an Aboriginal community leader, giving a report at a parent meeting, responding to a community action group about an issue) \( In \times C \times KC1 \)
- taking part in formal community occasions (e.g., participating as a presenter, performing drama as part of a group or team) \( C \times KC4 \)
- composing and performing a range of spoken texts showing density and complexity (e.g., an argument presenting a viewpoint on a community issue, a poem relating to a predictive perspective, or a script based on a television program, using humour to expose unfair practices) \( C \times KC2 \)
- using appropriate websites and multimedia packages to support and enhance speaking (e.g., a taped simulation of the news, an electronic slide show to enhance a speech, or applying data to text.) \( C \times KC7 \)

2.1

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

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

Examples of evidence include that the student:

- identifies the purpose for listening (e.g., to extract specific information from a spoken report) \( T \times C \times KC1 \)
- interacts through chatrooms and bulletin boards to listen and respond to others’ views \( C \times KC2 \)
- responds to spoken texts to demonstrate understanding (e.g., responds to a playground issue) \( T \times C \times KC2 \)
- responds and expands on others’ views (e.g., about stereotypes in a television advertisement, computer games). \( Id \times T \times KC2 \)

2.2

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

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

Examples of evidence include that the student:

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

$T \cdot C \cdot KC2$

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

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.

$In \cdot T \cdot C \cdot KC2$

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

At Standard 4, towards the end of Year 8, the student:

4.1

Listens to a range of texts to examine Key Ideas and diverse opinions and to understand the effect of purpose, context and audience.

$Id \cdot T \cdot C \cdot KC2$

Examples of evidence include that the student:
- examines the purpose of the text (eg to be entertained by peers) $T \cdot C \cdot KC1$
- responds to texts to demonstrate understanding (eg restates information to clarify meaning in a report by a community speaker) $T \cdot C \cdot KC1 \cdot KC2$
- attends with critical understanding, offering own point of view (eg when discussing use of camera techniques for an on-location reporter) $Id \cdot T \cdot KC1 \cdot KC2$
- selects and constructs suitable audio, graphics and animations for use in a multimedia environment (eg a video and tape recorded advertisement of the same product) $C \cdot KC7$

4.2

Produces a range of spoken texts about topics, events and issues of personal, community and world interest and adjusts speaking for a wide range of contexts and audiences.

$In \cdot T \cdot C \cdot KC2$

Examples of evidence include that the student:
- composes spoken texts appropriately (eg a formal introduction of presenters for a debate) $T \cdot KC3$
- plans and presents spoken text appropriately (eg rehearsing, giving a personal view in student council) $Id \cdot T \cdot C \cdot KC2 \cdot KC3$
- demonstrates critical understanding in composing text (considers impact on audience) $In \cdot T \cdot KC2 \cdot KC3$
- matches the capabilities of audio device-multimedia product (eg a tape recording of two recounts for comparison) $C \cdot KC7$

At Standard 5, towards the end of Year 10, the student:

5.1

Listens to a range of texts to analyse and compare complex ideas and diverse opinions and judge the effect of the interrelationship between context, purpose and audience.

$In \cdot T \cdot C \cdot KC1$

Examples of evidence include that the student:
- compares the purposes of spoken texts (eg a radio play, short story and film version of a text) $T \cdot C \cdot KC1$
- responds to the text to demonstrate understanding (eg discusses the way a formal speech constructs power and status in our society) $In \cdot C$
- attends with critical awareness (eg to predict how audiences react to spoken texts) $Id \cdot In \cdot T$
- uses appropriate audio multimedia products to enhance listening (eg a recording or videotape of song lyrics to review or evaluate later) $C \cdot KC7$

5.2

Produces a range of spoken texts about specialised topics and current and future issues, and speaks appropriately in different contexts and for a variety of purposes and audiences.

$F \cdot C \cdot KC2$

Examples of evidence include that the student:
- composes spoken text appropriately (eg an outline, sections, summary) $F \cdot C \cdot KC2$
- uses video and interactive multimedia products to enhance presentation (eg videotape of storytelling to review language, content, interactions) $C \cdot KC7$
- presents spoken text (eg using appropriate language, facing audience, pausing appropriately) $C \cdot KC2$
- shows critical awareness of purpose, context, subject matter and audience (eg discusses how vocabulary, accent, etc reflect status and power) $F \cdot Id \cdot T \cdot KC2$
Strand: **texts and contexts**

**Key Idea**

Students examine past, present and future representations of society as they critically interpret a range of visual, multimodal and written texts which contain increasingly complex ideas about local and global issues.

F • In • T • C • KC1

This includes such learning as:

- reading, viewing and analysing a range of texts appropriate to developing adolescent readers/viewers/users (eg novels, plays, film, newspapers and biographies that examine past, present and future perspectives)
  F • Id • T • KC1

- comparing texts, focusing on plot, character, setting, theme, point of view, style, context, purpose and audience (eg a newspaper article and film about a sporting event, two science fiction views of future scenarios)
  F • T • KC1

- identifying and analysing the ideas, underlying values and beliefs in relation to abilities, gender, race and culture that are expressed in texts (eg by noting that different journalists may select and emphasise different information and events in their reports)  
  Id • C • KC1

- posing critical questions about texts when examining their effects both on the creation of popular beliefs and on the positioning of particular groups of people. Students examine the impact of these on future developments and in constructing preferred futures. They critically examine how various media can communicate views and persuasive arguments concerning issues
  F • T • KC1

- planning and engaging in a range of response activities that direct and extend thinking (eg reporting on how media texts determine tastes, fads and fashion, and attitudes to groups such as Aboriginal people; planning and making a poster that expresses the desires, fears and emotions of a character in a narrative; inventing a future product for an advertisement)
  In • T • KC3 • KC6

- selecting and using a range of appropriate digital and electronic technologies (eg computer programs, video texts, chatrooms, e-zines, databases).
  C • KC7

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

2.3

Reads and views a range of texts containing familiar topics and some unfamiliar text structures and language features, and identifies symbolic meaning and stereotypes. T • C • 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)  
  T • 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)
  T • C • KC2 • KC7

- presents research findings (eg maps of location or pathway, compilation of recipes according to types)
  T • C • KC1 • KC2

- demonstrates critical awareness (eg identifies symbolic meaning in codes for food labels). T • KC1
At Standard 3, towards the end of Year 6, the student:

**3.3**

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. **In • T • 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) **F • T**
- responds to texts in a variety of ways (eg takes notes, presents a report, conducts a survey, discusses photographs) **Id • T • KC2**
- creates, merges and manipulates images to present research findings (eg uses a concept map, visual text, statistics, chart, electronic slide show) **T • C • KC1 • KC2 • KC6**
- demonstrates critical awareness of audience (eg identifies the target audience for magazines, discussing layout, format, photographs, stereotyping). **Id • T • KC1**

At Standard 4, towards the end of Year 8, the student:

**4.3**

Reads and views a range of texts containing multiple social and cultural perspectives and examines personal and diverse understandings of the contemporary world. **In • T • KC1**

Examples of evidence include that the student:
- engages in the reading/viewing process in a variety of ways (eg with visiting authors, selecting magazines, books/videos in a shop) **T • C**
- responds in a variety of ways (eg discusses the topic, produces a report, compiles interview questions) **Id • T • KC2**
- presents research findings on diverse futures perspectives (eg in a webpage, report, article) **F • In • T • KC1 • KC2**
- demonstrates critical understanding of the issue and the texts explored through an examination of underlying values (eg compares and analyses perspectives about an Aboriginal issue reported in commercial media compared to public and Aboriginal media). **Id • T • KC1**

At Standard 5, towards the end of Year 10, the student:

**5.3**

Reads and views a range of texts containing challenging ideas and issues and multiple views of the past, present and future and examines some relationships between texts, contexts, readers and producers of texts. **F • In • T • KC6**

Examples of evidence include that the student:
- engages in the reading/viewing process in a variety of ways (eg views films and videos that contain challenging issues, performs with peers, reads and comments on billboards in the community) **In • C**
- responds in a variety of ways (eg compares texts set in different times and places, accounting for similarities and differences; researches to compare fictional and factual accounts) **In • T • C • KC2 • KC6**
- presents research findings (eg grids, charts or interactive simulation formats for comparative displays) **C • KC1 • KC2 • KC5**
- demonstrates critical understanding of the issue and the texts explored (eg by comparing and evaluating for bias or stereotyping). **T • C • KC1**
**Strand: texts and contexts**

**Key Idea**

Students choose and compose a range of written texts which explore different perspectives about local and some global issues. They apply an understanding of context, purpose and audience to their own writing.

This includes such learning as:

- composing a range of written and online texts which critically explore perspectives in their communities (eg Aboriginal Reconciliation; the power of individuals and groups to shape futures) **T • KC1 • KC2 • KC3**
- interpreting and analysing the effects of context, audience and purpose when composing texts (eg comparing a practical demonstration of playing a musical instrument with written instructions) **T • C • KC1**
- drawing on a wide range of electronic and other information sources for research tasks (eg a website report, an analysis of an alternative world view, a bibliography, a persuasive letter, a newspaper article) **T • KC1 • KC7**
- showing, by discussion with local authors, how audiences may be affected by texts and aspects of texts (including webpage designs) (eg that texts may be read, interpreted and judged by people who have diverse values, beliefs and perspectives) **Id • C • KC2**
- conceptualising that diverse varieties of English, including Standard Australian English, are important for communicating effectively with different audiences, and adjusting written texts accordingly **Id • C • KC2**
- selecting and using a range of appropriate interactive multimedia presentations to support and enhance writing (eg a webpage for the school’s intranet to promote community activities, the generation of statistical tables to support an argument). **C • KC7**

**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. **T • C • KC2**

Examples of evidence include that the student:

- explains the purpose for writing (eg why particular statistics are presented) **T • C • KC5**
- reconstructs a text appropriately (eg 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 (eg that junk mail may reinforce stereotypes) **C • KC2**
- selects and uses suitable media and modes of presentation (eg presents a storyboard as a series of posters) **KC7**
- evaluates written text (eg 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 (eg to persuade an audience to buy a product) T • C • KC1
- plans, constructs and communicates texts appropriately (eg an argument stating the issue, presenting a position and making recommendations) T • C • KC2 • KC3
- demonstrates critical understanding of purpose, audience and context (eg discusses whether an advertisement would still retain its integrity if the age, gender, culture of the characters were changed) Id • T • C • KC2
- uses a range of software applications in planning, drafting, editing and presenting texts (eg uses a word processor to construct a letter to the editor) C • KC2 • KC3 • KC7
- evaluates written texts (eg keeps a record of the kinds of texts written, the audience and the purpose, to ensure variety). Id • T • KC1

At Standard 4, towards the end of Year 8, the student:

4.4

Composes a range of texts that include detailed information and explore different perspectives about a range of issues and adjusts texts for particular audiences, purposes and contexts.

Examples of evidence include that the student:

- describes the purpose for writing (eg discusses similarities and differences in texts with the same theme) C • KC2
- plans and constructs texts appropriately (eg a research report with material relevant to the topic, diagrams, statistical representations, appropriate organisation and presentation) T • KC3
- demonstrates critical understanding of purpose, audience and content (eg attracts audience attention through dramatic effect when setting the scene for a mystery) In • T • C • KC2
- creates an electronic product with more sophisticated use of text, graphics and audio (eg e-mail to construct a letter to the editor, software to interpret and represent data) C • KC6 • KC7
- evaluates written texts (eg editor uses a checklist for editing). T • KC1

At Standard 5, towards the end of Year 10, the student:

5.4

Composes a range of texts that include detailed information and explore different perspectives about diverse topics or issues and adjusts the text to produce an intended effect upon the audience.

Examples of evidence include that the student:

- critically analyses the purpose for writing (eg an argument in relation to the positive and negative aspects of an issue) T • C • KC1
- uses appropriate digital and animation products (eg includes digital photographs in a report) C • KC7
- constructs the text (eg a biography with accurate information and appropriate planning and organisation) C • KC8 • KC9
- demonstrates critical understanding of purpose, audience and context (eg a science fiction story which alters stereotypical roles to suit a particular audience) In • T • C • KC2
- evaluates written text (eg incorporates group feedback). T • C • KC1 • KC2

Middle Years Band — English
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. T • C

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 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 T • C • 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) T • C • 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 complex texts, especially in everyday and media contexts. T • C • 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>
Students in the Middle Years use higher order thinking and problem-solving skills to examine the language features of different texts. KC6 Typically they are now more independent learners involved in understanding and using language appropriately as they compose, comprehend and critically respond to more complex spoken, written and visual texts. T • C • KC3

As they move through adolescence they also work out how to use language to express their changing self-image in relation to peers, adults, popular culture, the media and families. Id • C

In a supportive and collaborative environment students listen to spoken texts of varying length and complexity, and examine and respond to the language features of these texts. KC4 They discuss the different features of spoken and written texts, including aspects of density and grammar. In small, whole group and team situations students plan and speak for more extended periods of time and consider the needs of various audiences. KC2 • KC3 • KC4 They consider situations where informal or formal use of language is appropriate, or acceptable. They understand that they can influence audiences through the use of body language, intonation, vocabulary, pausing, timing and rhythm when presenting spoken texts. In • T • C

As students develop personal preferences and pursue the specific demands of reading and viewing in the Middle Years, they engage with a range of written and visual texts of increasing length and complexity. Texts such as popular literature, magazines and feature films are an important part of students’ recreational and school life, and can be used to explore distinctive organisational elements and language features. For example, the effects of music, shot types and camera angle can be discussed when viewing films or cartoons. In becoming more aware of the world around them, and in examining futures issues, students now read and view to critically explore the ways information is organised in data-rich and factual texts. KC1 They are able to identify and discuss aspects such as main arguments, use of statistics, supporting evidence and conclusions in an argument. They become increasingly able to discuss and report on how vocabulary is used to create mood, and on the use of techniques such as paragraphs to structure a text. T • C • KC2

To communicate effectively with their peers and others in the school and wider community, students now use language appropriately to construct more complex and coherent written texts. KC2 They increasingly gain control of the organisation and features of language in order to present their personal voice, sequence ideas and convey information. They make choices about the most appropriate way of presenting their text (eg using graphics, artworks, photographs or multimedia). In • T • C • KC7

Students manipulate sentences and ideas to organise texts and influence audiences. They are comfortable with technologies and their potential, and use a computer to experiment with the organisation of their writing by rearranging sections of the text. T • C

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

**Key Idea**

Students listen to and interact with a wider range of audiences/users for different purposes and contexts, and learn about and integrate aspects of spoken language. They produce a variety of spoken texts, demonstrating control of language, as they communicate with school and extended community audiences. \( \text{In} \ • \ \text{T} \ • \ \text{C} \ • \ \text{KC2} \)

This includes such learning as:

- conceptualising and using language appropriate to different contexts, audiences and purposes (eg understanding different ways of using Australian English publicly on news and sports programs on radio and television, and recognising that some groups are privileged and marginalised in the process) \( \text{In} \ • \ \text{T} \ • \ \text{C} \ • \ \text{KC2} \)
- extending aspects of text organisation (eg keeping track of an argument and summarising using connectives such as ‘because’ (causal) and ‘although’ (concessional) to link Key Ideas) \( \text{C} \)
- drawing on grammar as a resource for meaning (eg using interpersonal metaphors such as ‘I think …’, ‘It appears that …’ ‘Many agree that …’ to role-play different media news presentations) \( \text{C} \)
- identifying and analysing vocabulary for expressing attitudes (eg in a community forum ‘I am outraged … shocked … delighted that …’) \( \text{T} \ • \ \text{C} \ • \ \text{KC1} \)
- employing expressive aspects of language to communicate (eg the relationship of intonation and punctuation in speech; use of body language, gesture, stress to tell familiar stories in new ways) \( \text{Id} \ • \ \text{C} \ • \ \text{KC2} \)
- responding to communication in different modes (eg evaluating online reviews and discussions; comparing live performances of poetry and drama to make judgments about rhythm, pacing, volume, gesture and facial expression). \( \text{T} \ • \ \text{C} \)

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. \( \text{Id} \ • \ \text{C} \ • \ \text{KC2} \)

Examples of evidence include that the student:

- recognises that language varies according to context (eg role-plays home, school and neighbourhood situations) \( \text{Id} \ • \ \text{C} \ • \ \text{KC2} \)
- responds to text organisation (eg identifies story sequences) \( \text{C} \)
- interprets multimodal texts (eg uses audio, text, video and graphics, and digital and electronic technologies in response to a song) \( \text{C} \ • \ \text{KC7} \)
- interprets grammatical resources in spoken texts (eg ‘Would you open the window please.’ vs ‘Open the window.’ as different ways of giving commands) \( \text{T} \ • \ \text{C} \)
- responds to expressive aspects of language (eg comments on the effects of loudness and softness in a spoken performance). \( \text{T} \ • \ \text{C} \ • \ \text{KC2} \)
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 (eg identifies vocabulary relevant to different home and school contexts, ie ‘Youse’ vs ‘you’ and ‘I didn’t do nothing.’ vs ‘I didn’t do anything.’) Id • C • KC2
- responds to aspects of text organisation (eg identifies and analyses technical and non-technical vocabulary in texts) T • C • KC1 • KC2
- interprets multimodal texts (eg identifies locations on a map after listening to travel talk) C • KC1 • KC7
- interprets grammatical resources in spoken texts (eg reports conversations with others using direct and indirect speech: ‘She said, “I’ll come.” ’ vs ‘She said she would come.’) T • C • KC1
- responds to expressive aspects of language (eg comments on pacing, volume, body language in a sports presentation). T • C • KC1

At Standard 4, towards the end of Year 8, the student:

4.5

Evaluates specific aspects of spoken language when listening and responding to texts in a wide range of contexts. T • C • KC1

Examples of evidence include that the student:
- recognises through analysis that language varies according to context (eg identifies styles of reporting on sports programs, news and documentaries on television) T • C • KC1
- responds to and uses aspects of text organisation (eg tracks an argument focusing on use of connectives such as ‘therefore’, ‘their’, ‘as a result’ to link ideas) C • KC2
- critically analyses multimodal texts (eg identifies sound effects in a film and links these to the spoken film text) T • C • KC1 • KC7
- interprets grammatical resources in spoken texts (eg comments on the use of modality to communicate degrees of certainty in an oral debate) T • C • KC1
- responds to and uses expressive aspects of language (eg comments on the relationship between intonation and punctuation in speech, and in the transcription of speech). C • KC2

At Standard 5, towards the end of Year 10, the student:

5.5

Shows understanding of the interrelationships between aspects of spoken language when listening and responding to texts in an extended range of contexts. C • KC1

Examples of evidence include that the student:
- recognises that language varies according to context and gives expression to specific social values (eg identifies ageism and sexism in speech characterisation of popular American and Australian sitcoms) T • C • KC1
- responds to aspects of text organisation (eg turn-taking of dialogue in interactions during media interviews) C
- interprets grammatical resources in spoken texts (eg comments on use of mood, modality, position in an exchange between characters in a live performance) C • KC1
- responds to expressive aspects of language (eg comments on the effect of pausing to create emphasis when reading a poem aloud) C
- interprets multimodal texts (eg identifies and compares the gestures and facial expressions of performers in live performances, interactive online programs, films and on television). T • C • KC1 • KC7
Strand: language

See page 78 for Key Idea.

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.

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)
  
  T • C • KC2

- demonstrates understanding of the organisation of spoken texts (eg in a procedure uses ‘first’, ‘then’, ‘finally’)
  
  T • C

- produces multimodal texts (eg sound effects with poem)
  
  C • KC7

- uses grammatical resources to produce spoken texts (eg oral report uses indirect speech)
  
  T • C

- uses vocabulary to express feeling (eg giving feedback using evaluative expressions)
  
  T • C • KC2

- uses expressive oral language (eg appropriate volume, pace and pronunciation)
  
  T • C
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. \( \text{Id} \cdot \text{T} \cdot \text{C} \cdot \text{KC2} \)

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) \( \text{In} \cdot \text{T} \cdot \text{C} \cdot \text{KC2} \)
- demonstrates understanding of the organisation of spoken texts (eg can take turns at the appropriate time in a script) \( \text{T} \cdot \text{C} \)
- produces multimodal texts (eg tape records instructions for a game) \( \text{C} \cdot \text{KC7} \)
- 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’) \( \text{T} \cdot \text{C} \)
- uses vocabulary to express feelings and attitudes (eg when referring to a friend can use a metaphor such as ‘She is an angel’) \( \text{Id} \cdot \text{T} \cdot \text{C} \cdot \text{KC2} \)
- uses expressive aspects of oral language (eg uses posture, facial expression and gesture to engage the listener in a role-play) \( \text{C} \)
- documents evidence of selected skills and attributes in a portfolio, and presents it to a panel of peer and community members. \( \text{Id} \cdot \text{KC2} \)

At Standard 4, towards the end of Year 8, the student:

4.6

Controls and adjusts most aspects of language when producing a variety of spoken texts for a wider range of school and appropriate community audiences. \( \text{Id} \cdot \text{T} \cdot \text{C} \cdot \text{KC2} \)

Examples of evidence include that the student:
- uses language appropriately in different contexts (eg introduces themselves to a new class member, may say ‘Hi, my name is …’, but when introducing new student to class in a prepared biographical introduction, may say ‘Good morning everyone, I would like to introduce …’) \( \text{C} \cdot \text{KC2} \)
- demonstrates understanding of the organisation of spoken texts (eg uses appropriate cues to begin and finish speech/report to class in a group task/panel presentation) \( \text{T} \cdot \text{C} \cdot \text{KC2} \)
- draws on grammatical resources to produce spoken texts (eg reports to another group in a jigsaw or envoy task, produces a multimedia presentation for students starting Year 8/new to the school about transition issues or a survival guide) \( \text{C} \cdot \text{KC6} \cdot \text{KC7} \)
- uses vocabulary to express feelings and attitudes, ideas and information (eg uses idioms such as ‘pull yourself together’, ‘don’t let it get you down’, ‘just do it’ in a mock conversation ‘pep talk’ with themselves, and compares with the way a team captain or a public figure may address a group) \( \text{Id} \cdot \text{C} \cdot \text{KC2} \)
- uses expressive aspects of oral language (eg uses rhythm, pace, eye contact, pause, variation of tone and voice to engage audience interest) \( \text{C} \cdot \text{KC2} \)
- produces multimodal texts (eg develops interactive chatrooms, interviews other students on a topical school or community issue, and reports conclusions to a principal in an interview or makes a telephone call to a community leader). \( \text{In} \cdot \text{C} \cdot \text{KC2} \cdot \text{KC7} \)

At Standard 5, towards the end of Year 10, the student:

5.6

Manipulates language when producing a variety of spoken texts appropriate for an extended range of school and community audiences. \( \text{In} \cdot \text{C} \cdot \text{KC2} \)

Examples of evidence include that the student:
- uses language appropriately in different contexts (eg addresses a class group in order to introduce a guest speaker, and invites questions afterwards before concluding with a vote of thanks) \( \text{In} \cdot \text{C} \cdot \text{KC2} \)
- demonstrates understanding of the organisation of spoken texts (eg clarifies a required spoken task by summarising and restating in own words what the task involves) \( \text{C} \)
- draws on grammatical resources to produce spoken texts (eg explains details of a group poster or chart to another group by using compound sentences, past tense, connectives) \( \text{C} \)
- uses vocabulary to express feelings and attitudes, ideas and information (eg uses idioms such as ‘pull yourself together’, ‘don’t let it get you down’, ‘just do it’ in a mock conversation ‘pep talk’ with themselves, and compares with the way a team captain or a public figure may address a group) \( \text{Id} \cdot \text{C} \cdot \text{KC2} \)
- draws on grammatical resources to produce spoken texts (eg reports to another group in a jigsaw or envoy task, produces a multimedia presentation for students starting Year 8/new to the school about transition issues or a survival guide) \( \text{C} \cdot \text{KC6} \cdot \text{KC7} \)
- uses vocabulary to express feelings and attitudes, ideas and information (eg uses idioms such as ‘pull yourself together’, ‘don’t let it get you down’, ‘just do it’ in a mock conversation ‘pep talk’ with themselves, and compares with the way a team captain or a public figure may address a group) \( \text{Id} \cdot \text{C} \cdot \text{KC2} \)
- uses expressive aspects of oral language (eg in a dramatic reading of a text, uses eye contact, pause, variation of tone and voice to engage audience interest) \( \text{C} \cdot \text{KC2} \)
- uses expressive aspects of oral language (eg in a dramatic reading of a text, uses eye contact, pause, variation of tone and voice to engage audience interest) \( \text{C} \cdot \text{KC2} \)
- produces multimodal texts (eg develops interactive chatrooms, interviews other students on a topical school or community issue, and reports conclusions to a principal in an interview or makes a telephone call to a community leader). \( \text{In} \cdot \text{C} \cdot \text{KC2} \cdot \text{KC7} \)
**Strand: language**

**Key Idea**

Students independently read, view and interpret a range of written, visual and multimodal texts dealing with more complex themes and issues. They identify and critically appraise combinations of language choices in these texts, and discuss how these work to influence readers’ and viewers’ responses and understandings. **In • T • C • KC1 • KC2**

This includes such learning as:

- analysing the ways written and visual texts vary according to social context (eg discussing how the speech of people from different groups is represented in literature or media texts, and whether this is accurate, fair or stereotypical) **In • T • C • KC1**
- extending aspects of text organisation (eg identifying patterns of nominalisation such as abstract nouns in texts, and discussing their effect) **C**
- interpreting and using grammar as a resource for meaning (eg reflecting on how writers use modal verbs—‘We might …’ ‘We must …’—and adverbs—‘We could possibly …’ ‘Perhaps we will …’—in expository texts to open up or close down debate on an issue) **T • C • KC1**
- conceptualising grammar as ‘building blocks’ (eg explaining the use of tense in different texts—past tense in recounts, present tense in instructions), and how the use of future tenses allows them to conceptualise ideas about futures **T • C • KC1**
- analysing expressive aspects of written language (eg discussing the effect of choices for pausing, format, gesture, pacing and emphasis in an actor’s script of a traditional play) **T • C • KC1**
- interpreting and using communication in different modes (eg identifying features such as camera angles—high, eye-level, low—and shot size—close up, medium, long shot—in film segments, and discussing their effect on viewer positioning; designs of websites). **In • C • KC1 • KC2 • KC7**

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

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) **T • C**
- 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) **T • C • KC1**
- shows understanding of the ‘building blocks’ of language (eg identifies conjunctions and discusses the different links they create between ideas in texts) **T • C**
- responds to expressive aspects of language (eg gives appropriate emphasis to rhythm and rhyme sequences when reading poetry). **T • C • KC2**
At Standard 3, towards the end of Year 6, the student:

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. 

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 C KC1
- 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 KC2
- 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 4, towards the end of Year 8, the student:

4.7

Analyses and evaluates features of written texts and visual images when reading and viewing independently a range of texts dealing with more complex themes and issues.

Examples of evidence include that the student:

- recognises a variety of language choices in texts (eg identifies different choices and strategies for event sequences, nominalisation and speech representation in news items from different media) KC1 KC6
- demonstrates and uses understanding of text organisation (eg identifies and reasons about different patterns of conjunction—temporal (‘meanwhile’), causal (‘because’) and rhetorical—in short narratives and arguments) T C KC2
- critically analyses multimodal texts (eg identifies features such as camera angles and shot size in film segments, and discusses their effect on viewer positioning) T C KC1 KC7
- identifies and interprets grammatical resources in written texts (eg discusses the effect of choices for modality such as ‘may’ vs ‘will’ in creation of point of view in argumentative essays) T C KC1
- analyses the ‘building blocks’ of language (eg identifies boundaries between clauses in written texts in order to analyse patterns of grammatical choice in texts) T C KC1
- responds to expressive aspects of language (eg reads dialogue in scripted plays expressively by varying pace, volume and intonation) In C KC2

At Standard 5, towards the end of Year 10, the student:

5.7

Identifies and critically appraises combinations of features in texts when reading and viewing a broad range of texts dealing with abstract themes and sociocultural values. In T C KC1

Examples of evidence include that the student:

- recognises a variety of language choices in texts (eg discusses the representation of non-standard and standard Australian English in scripted drama, novels and short stories with abstract themes, diverse values and from different eras) P In C KC1
- interprets multimodal texts (eg evaluates effectiveness of choice and placement of images and verbal text in webpages) T C KC1 KC7
- demonstrates understanding of text organisation (eg discusses patterns of layout and language use in tourist brochures, news reports and procedures) C KC3
- analyses and interprets grammatical resources in written texts (eg discusses a writer’s use of nominalisation to suggest that a viewpoint is definitive) T C KC1
- appraises the ‘building blocks’ of language (eg identifies and talks about different sentence types (coordination and subordination) used in different texts) T C KC2
- responds to expressive aspects of language (eg reads scripted drama expressively to create characterisation through voice quality, rhythm, pace, volume and intonation) C
Strand: Language

Key Idea

Students plan and compose, independently, an extensive range of texts on different themes and issues. They demonstrate knowledge about and competent control of language choices in texts in different modes and media.

This includes such learning as:

- investigating knowledge of social context in writing (eg identifying language features of a love story translated from a different language and applying this understanding in own writing) \( \text{T} \times \text{C} \times \text{KC1} \)
- planning and using aspects of text organisation (eg editing an explanation using knowledge of causal conjunctions and appropriate activity sequences, planning an exposition using knowledge of text reference) \( \text{T} \times \text{C} \times \text{KC3} \)
- exploring grammar as a resource for meaning (eg experimenting with different kinds of interpersonal metaphor when writing an essay—‘My view is that …’, ‘It is likely …’, ‘The conclusion can hardly be avoided that …’)

\( \text{Id} \times \text{T} \times \text{C} \times \text{KC1} \times \text{KC6} \)
- employing grammar as ‘building blocks’ of meaning construction in written texts (eg writing well-formed sentences using knowledge of compound and complex sentences) \( \text{T} \times \text{C} \times \text{KC2} \)
- extending expressive aspects of written language (eg using knowledge of layout and punctuation to produce the same story as a poem, a collection of short stories, a play and a television news report; interpreting statistics in prose) \( \text{T} \times \text{C} \)
- refining multimodal texts (eg designing press releases, webpages, advertisements and a research report for an advertising campaign on a contemporary environmental issue, drawing on knowledge of layout, visual codes and language features of each genre) \( \text{C} \times \text{KC7} \)

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.

\( \text{Id} \times \text{T} \times \text{C} \times \text{KC3} \)

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’) \( \text{T} \times \text{C} \)
- 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) \( \text{T} \times \text{C} \)
- 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

\( \text{T} \times \text{C} \times \text{KC3} \times \text{KC6} \times \text{KC7} \)
- 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) \( \text{T} \times \text{C} \)
- shows understanding of the ‘building blocks’ of language (eg recognises and uses a variety of sentence structures—simple and compound—in own writing) \( \text{T} \times \text{C} \)
- 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). \( \text{T} \times \text{C} \)
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.

Examples of evidence include that the student:

- plans and uses a variety of language choices in texts (e.g., uses direct and indirect speech in a news item to source information, and reorders the sequence of events to give prominence to the crisis)
  \[ T \cdot C \cdot KC2 \cdot KC3 \]
- draws on knowledge of text organisation (e.g., uses paragraphs to show meaningful divisions between sections of text)
  \[ T \cdot C \cdot KC3 \]
- creates multimodal texts (e.g., designs a webpage for an environmental group)
  \[ C \cdot KC6 \cdot KC7 \]
- identifies, plans and uses different grammatical patterns in texts appropriate for the context (e.g., creates dialogue in texts through verbal processes which project mental processes to effectively develop an argument or theme)
  \[ T \cdot C \cdot KC3 \]
- shows analysis of the building blocks of language (e.g., 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)
  \[ T \cdot C \cdot KC1 \]
- demonstrates and uses understanding of expressive aspects of language (e.g., identifies strategies for forming words in English—base and affixes, different patterns of inflection of words in English).
  \[ T \cdot C \cdot KC1 \cdot KC2 \]

Controls and adjusts most aspects of language when planning and composing an extensive range of written and multimedia texts on different themes and issues.

Examples of evidence include that the student:

- plans and employs a variety of language choices in texts (e.g., uses direct and indirect speech appropriately in narratives and news reports)
  \[ C \cdot KC3 \]
- draws on knowledge of text organisation (e.g., summarises points made in an essay through effective use of text reference: ‘The above information shows …’ or ‘This (referring to previous text) shows that …’) (e.g., uses various connectives to link ideas in a coherent way)
  \[ T \cdot C \cdot KC2 \]
- creates multimodal texts (e.g., designs and evaluates magazine advertisements using knowledge of features such as layout, composition and colour)
  \[ C \cdot KC6 \cdot KC7 \]
- identifies and uses different grammatical patterns in texts (e.g., experiments with interpersonal metaphor when writing an essay: ‘My view is that …’, ‘It is likely that …’, ‘The conclusion must be drawn that …’)
  \[ Id \cdot T \cdot C \cdot KC1 \]
- shows analysis of the ‘building blocks’ of language (e.g., writes well-formed sentences using knowledge of compound and complex sentences)
  \[ T \cdot C \cdot KC1 \]
- demonstrates and uses understanding of expressive aspects of language (e.g., uses accurately technical words derived from ancient Latin and Greek)
  \[ T \cdot C \cdot KC2 \]
- develops their process for the collection and documentation of evidence that identifies personal skills, abilities and attributes.
  \[ Id \cdot KC1 \cdot KC2 \]

Examples of evidence include that the student:

- selects and uses a variety of language choices in texts (e.g., scripts dialogue for a television drama about young people, drawing on knowledge of different styles and accents in Australian English)
  \[ In \cdot C \cdot KC6 \]
- draws on knowledge of text organisation (e.g., uses patterns of evaluative language effectively in persuasive texts to position readers in relation to cultural values: ‘The importance of this event in the novel …’, ‘This outstanding portrayal of courage under fire …’) (e.g., evaluates and appraises the effectiveness of language choices in texts)
  \[ C \cdot KC2 \cdot KC3 \cdot KC7 \]
- identifies and uses different grammatical patterns in texts dealing with abstract themes (e.g., uses verbs which represent mental processes to effectively develop a point of view in texts: ‘Harry believes …’, ‘Jana loved her new school …’) (e.g., uses various connectives to link ideas in a coherent way)
  \[ C \cdot KC1 \cdot KC6 \]
- appraises and uses the ‘building blocks’ of language (e.g., uses syntactic structures such as apposition, subordination and parentheses to produce well-structured paragraphs in essays)
  \[ T \cdot C \cdot KC2 \cdot KC3 \cdot KC7 \]
- demonstrates understanding of expressive aspects of language (e.g., employs appropriate prose rhythms in different genres—natural prose rhythms in a first person narrative, upbeat rhythms in a popular music program)
  \[ C \cdot KC1 \cdot KC2 \]
**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. F • T • C

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>• critically analysing electronic information for accuracy and quality KC7</td>
<td>• presenting and evaluating the product KC2</td>
</tr>
<tr>
<td>• use digital and electronic technologies. KC7</td>
<td>• identifying sociocultural features of texts</td>
<td>• using desktop publishing tools and/or word processing tools. KC7</td>
</tr>
<tr>
<td></td>
<td>• critically reflecting on texts.</td>
<td></td>
</tr>
</tbody>
</table>

In the Middle Years students develop a repertoire of familiar strategies that they are able to draw on when listening to, speaking, reading, viewing and writing a range of longer and more complex texts. In becoming more analytical of the local and global community, students are aware of the power and influence of using particular strategies, particularly in composing and interpreting media texts. T • C

The Middle Years context involves students in using strategies to listen critically to identify main ideas, summarise, make inferences and respond to texts of some complexity. KC1 With guidance, students listen to and analyse verbal and non-verbal conventions of spoken language, including aspects such as use of pauses, timing, volume, pace, intonation and gesture. KC1 At this stage, they listen to and use strategies demonstrated by competent speakers when effectively engaging an audience, including humour, persuasion and imagination. KC2 Students reflect on these strategies and become more discriminating about their own selection or strategies when influencing audiences. When planning spoken texts Middle Years students use notes to prompt, and select resources such as an overhead transparency or computer software (eg electronic presentation), to support speaking. KC3 • KC7 They clearly and succinctly convey ideas, opinions and information when engaging in texts such as oral reports, debates, discussions, drama and role-plays. Id • T • C • KC2

During the Middle Years students examine and use a range of strategies for selecting texts and for constructing meaning as they read and view. KC1 They draw on their repertoire of successful strategies such as skimming, scanning, re-reading difficult parts and using contextual clues. They recognise the cyclical and ongoing nature of planning, thinking, learning and problem-solving. F • KC3 • KC6
Through the Middle Years students systematically make notes, discuss, compare, and evaluate Key Ideas and information when researching community futures, or global topics and issues. KC1 • KC3 They use illustrations, tables and other visual material to support their interpretations. KC5 The development of strategies for examining social and cultural values in texts is a crucial aspect of learning in the Middle Years. KC1 Students also consider different strategies for gathering information, including the use of electronic encyclopaedias, databases and computer software. In • T • C • KC1 • KC7

Using a multi-strategic approach to writing, students now begin to plan, compose and review a range of increasingly complex texts. KC3 They approach writing more flexibly, adjusting strategies to suit the text type and audience. Students progressively develop greater control of the writing process, and later in the Middle Years are able to manipulate aspects to produce a crafted text (eg they may only require one draft prior to publishing writing). Further into the Middle Years they accurately use punctuation, spelling and handwriting to communicate ideas and information in a clear, readable way. KC2 A range of electronic presentations for writing allows learners in the Middle Years to develop strategies for school, work, possible careers, and continuing education and training. T • C • KC7

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

Key Idea

Students apply a variety of strategies for listening in order to summarise critically, make inferences and respond to what they have heard. They apply these strategies when adjusting their speaking for wider contexts and audiences in order to communicate challenging ideas and opinions about issues. Id • T • C • KC1 • KC2

This includes such learning as:

- listening to and interpreting a range of texts (eg taking notes about Key Ideas and associated values from a television documentary, critically analysing use of statistics in a political speech, tape recording an interview to review viewpoints, questioning databases) T • C • KC1
- participating in dialogue effectively, both offline and online (eg responding constructively to alternative viewpoints, ideas and opinions without dominating in group-work; paraphrasing and summarising to check interpretations during group discussions; negotiating agreements) In • C • KC2
- planning, preparing and presenting spoken texts (eg using emotive language to gain effect in a debate, making exaggerated claims, speaking with personal enthusiasm, beginning and ending spoken texts with direction and purpose) T • C • KC2 • KC3
- evaluating the performance of themselves or others (eg developing and using checklist criteria to evaluate others’ performances as speakers, making brief notes or tape recording interviews for later review of information, seeking and acting on feedback to improve own performance as a speaker) Id • KC2
- critically examining how various media can communicate views and persuasive arguments (eg using computer software for concept mapping) C • KC2 • KC7

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 • T • C • KC8

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 • KC1
- interprets meaning of spoken text (eg identifies main ideas in an oral report) T • C • KC1
- evaluates performance by communicating to others with combined text, graphics and audio (eg discusses how tone affects the listener) C • KC1 • KC2
- evaluates the interactive components of webpages designed to capture audience/user. KC1

2.10

Uses strategies for planning, composing and evaluating a range of spoken texts to communicate with different community audiences. Id • In • C • KC2 • 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 • C • KC2 • KC3
- evaluates performance (eg uses feedback from a small group to modify pace of a presentation) Id • KC2
**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.

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

**At Standard 4, towards the end of Year 8, the student:**

4.9

Uses and compares a variety of strategies for listening critically to diverse perspectives in a range of spoken texts.

Examples of evidence include that the student:
- explores possible strategies in interpreting appropriately non-verbal behaviour that accompanies spoken text (eg listens critically to voice effects in dramatic reading)
- interprets meaning of spoken text (eg makes notes using own abbreviation system, interprets emotive appeal in speech)
- evaluates performance (eg reviews notes made, compares responses with other listeners, seeks feedback about effective listening skills).

**At Standard 5, towards the end of Year 10, the student:**

5.9

Uses and critically reflects on a range of strategies to listen analytically to diverse perspectives in a range of texts.

Examples of evidence include that the student:
- participates effectively in dialogue (eg acknowledges different viewpoints, uses non-sexist and non-racist language)
- plans, prepares and presents oral presentations (eg uses cue cards, rehearsals; adjusts tone, pace in response to suggestions)
- strategically evaluates performance (eg uses personal checklist)

**Selects and uses a variety of strategies for planning, composing, presenting and evaluating spoken texts for an increasing range of community audiences.**

3.10

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

**Controls and adjusts a variety of strategies for planning, composing, presenting and evaluating spoken texts for wider community audiences.**

4.10

Examples of evidence include that the student:
- participates effectively in dialogue (eg uses language to moderate or reduce conflict when interacting with another individual and/or with groups in the classroom and school community)
- plans, prepares and presents oral presentations (eg uses cue cards, rehearsals; adjusts tone, pace in response to suggestions)
- strategically evaluates performance (eg uses personal checklist)

**Manipulates a wide variety of strategies for planning, presenting and evaluating a range of spoken texts for an extended range of school and community audiences.**

5.10

Examples of evidence include that the student:
- participates in dialogue (eg acknowledges different viewpoints, uses non-sexist and non-racist language)
- plans, prepares and presents the spoken texts (eg uses cue cards and animations, rehearses, adjusts for a specific effect, seeks feedback before presentation)
- evaluates performance (eg invites feedback from teacher, peers, self, audience).
Strand: strategies

Students use a range of reading/viewing strategies to research independently and in teams, record specific information and critically interpret increasingly complex texts. F • Id • C • KC1 • KC2 • KC4

This includes such learning as:

- selecting texts for enjoyment and for researching information and purposes (eg by browsing, skimming and scanning; reading cover information; referring to contents, bibliographies, and the recommendations of others) Id • KC1 • KC4
- monitoring understanding and interpreting meaning for specific purposes (eg making inferences about plot in film and television based on setting; using word identification strategies; formulating questions about texts; coping with difficult texts by making notes, adjusting reading pace and level of concentration; reflecting by re-reading and reviewing parts of the text to note key features and information) T • C • KC1
- recording and organising information (eg identifying and locating information in a range of resources, selecting a note-making strategy, compiling a bibliography, interpreting and representing data, constructing summaries of texts, comparing and evaluating different reference sources) T • C • KC1 • KC2
- using various search engines on the web (eg selecting information from television news reports, and online and offline resources). C • KC7

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) Id • T • 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
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.

Examples of evidence include that the student:
- selects texts appropriately (e.g., based on personal interest, author, topic, vocabulary)
- interprets meaning (e.g., substantiates predictions, reads on when dealing with difficult passage, substitutes familiar words)
- records and organizes information (e.g., keeps a personal journal, gives ratings for films and videos)
- strategically evaluates usefulness of information sources (e.g., uses an author’s webpage to evaluate information about becoming an editor).

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

4.11

Controls, adjusts and compares a variety of strategies for locating and recording information and for reading, viewing and critically interpreting written and visual texts for specific purposes.

Examples of evidence include that the student:
- selects texts for analysis and comparison (e.g., television programs such as quiz shows, news, travel, soaps)
- interprets meaning (e.g., extracts information from databases and statistical tables, automatically self-corrects, uses knowledge about setting to understand themes)
- records and organizes information (e.g., keeps a journal to record different meanings of text, makes notes and lists, bookmarks sections for review)
- strategically evaluates usefulness of information sources and strategies for collecting information (e.g., uses Electronic Library to evaluate information about employment).

At Standard 4, towards the end of Year 8, the student:

5.11

Manipulates and synthesises a wide variety of strategies for reading, viewing, critically interpreting and reflecting on texts with multiple levels of meaning.

Examples of evidence include that the student:
- selects texts appropriately (e.g., uses library database, recommendations from peers and teacher)
- interprets meaning (e.g., skim reads, refers to dictionary, discusses with another person, re-reads/reviews sections, compares and interrogates texts, questions views)
- records and organizes information (e.g., keeps a journal to record different meanings of text, makes notes and lists, bookmarks sections for review)
- evaluates usefulness of electronic information sources.
Strand: strategies

Key Idea

Students develop a range of strategies for planning, composing and reviewing specific written texts. They use a multi-strategic approach to develop consistency and accuracy in the conventions of written texts.

This includes such learning as:

- planning, preparing and drafting (eg recording information from a variety of sources; discussing with others; making notes and lists, and drawing diagrams; selecting information; identifying Key Ideas; planning a sequence of ideas; getting help from a friend; considering appropriate digital and electronic technologies for delivering written texts)

- strategic editing or proofreading (eg re-reading and self-correcting to clarify meaning; discussing drafts in progress; checking use of paragraphs, word choice, punctuation, dialogue, relevance, sequence, coherence; removing and/or replacing text; correcting misspelt words using knowledge of phonetics, visual patterns, homonyms, word meanings and derivations; using dictionaries and other relevant sources such as electronic spellcheckers to correct spelling)

- spelling (eg using letters to represent all vowel and consonant sounds in words and in all syllables; using prefixes and suffixes in words; using a range of strategies when attempting to spell difficult words; using visual strategies such as recognition of common letter patterns, critical features of words and mnemonics; using dictionaries and thesauruses)

- publishing in a variety of ways (eg essays, community posters, interactive texts, billboards)

- evaluating by reflecting on own writing (eg self-assessment criteria; feedback from peers, teacher and other proficient writers)

- matching the capabilities of a computer program for specific word processing aspects (eg using a range of computer software for tables, borders, data display, graphics, webpages; experimenting with personal writing style to support fluency, speed, legibility and appeal).

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

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)

- edits or proofreads written text (eg uses a thesaurus/dictionary to incorporate alternative/new words)

- presents the product by creating and manipulating graphics and sound to convey messages (eg publishes a storyboard for a cartoon)

- evaluates the product (eg uses feedback from peers to adjust writing)

- makes informed attempts to spell (eg uses visual, phonetic and meaning-based strategies).
Selects and uses a variety of strategies for planning, composing and reviewing own written texts and for consistently spelling most common words accurately.

Examples of evidence include that the student:
- plans, prepares and drafts writing (e.g. 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 (e.g. uses an editing checklist with the teacher) T • KC6
- presents the product (e.g. uses a poster display, publishes an article in the school newsletter) C • KC2
- evaluates the product (e.g. accepts feedback about draft from a small group conference) Id • KC2

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

3.12

Uses, compares and adjusts multiple strategies for planning, composing and reviewing written texts.

Examples of evidence include that the student:
- plans, prepares and drafts writing (e.g. identifies Key Ideas, chooses a suitable intended audience and context, experiments with changing context, adjusts draft to improve effect of introduction) T • KC3
- strategically edits or proofreads written text (e.g. uses editing checklist or spellcheck, restructures sections) T • KC6
- presents the product (e.g. uses computer to word process draft, to edit and publish) C • KC2
- evaluates the product (e.g. self-assesses in relation to task criteria or checklist) T • KC2

At Standard 4, towards the end of Year 8, the student:

4.12

Manipulates multiple strategies for planning, composing and reviewing written texts.

Examples of evidence include that the student:
- plans, prepares and drafts writing (e.g. brainstorms initial ideas, discusses with peers, ensures that all elements in a piece of writing are relevant, experiments with ordering material for best effect in draft) T • KC3
- edits or proofreads (e.g. re-reads to eliminate spelling errors, checks accuracy of punctuation and syntax, revises writing to improve sequence of ideas, edits for style and coherence) C • KC6
- presents a multimedia product (e.g. reads the writing to others, publishes on school intranet) C • KC2 • KC7
- evaluates the product (e.g. uses a personal checklist) T • KC1

At Standard 5, towards the end of Year 10, the student:

5.12
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 technologies skills. This is evident in the use of appropriate terminology and ICTs 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 ICTs 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.
South Australian Curriculum, Standards and Accountability Framework

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. Id • KC1

The needs of the learner in the Middle Years are complex. Adolescent boys and girls are on the journey to sexual and social maturity. In any one class there may be students who have finished, not yet started or are part way through the journey. Id

Adolescents go through a growth spurt; while the timing of this varies for girls, it is at approximately 11 to 13 years, and for boys at approximately 13 to 15 years. The bones, muscles, tendons and body parts grow at different rates and regular developmentally appropriate exercise enhances adjustment at this time. Vigorous activity helps develop strong bones, and stretching activities develop and maintain flexibility. The variation of physical maturity and abilities of students within a class has implications for the types of activities that are appropriate. Modified activities allow for safer skills, equipment and rules for all students regardless of their physical abilities and maturity. KC7 The development of specialised movement skills is highly dependent upon the opportunity for practice and encouragement. Progress through the stages of movement skills depends on the foundation of movement patterns previously established. In

Following are the Key Ideas that comprise the physical activity and participation strand.
Strand: physical activity and participation

Key Idea

Students enhance their sense of self and group identity through the development and application of specialised movement skills in an increasing variety of preferred physical activities, individually and in teams.

This includes such learning as:

- refining movement skills through experiences of safe physical activities (eg school and community, individual and team sport) in a wide range of activities
- utilising a variety of technologies appropriate for a wide diversity of capabilities, students develop the knowledge and skills needed to evaluate their own and others’ performances, and generate and act on strategies to enhance performance
- identifying and initiating roles and responsibilities required to create and maintain rewarding and effective relationships in team structures (eg player, coach, umpire and administrator), in ways that cater for diverse participation populations
- researching, and acknowledging the importance of, rules and etiquette of some sports/activities, and becoming more confident in social and working contexts as potential administrators or organisers in community activities
- implementing skills and knowledge in participating safely in physical activities and competitive sports, including warm-up and cool-down routines. Students select and use protective equipment and practise awareness of space and others when performing in an increasing range of interests
- developing a range of aquatic and survival skills that will enable them to continue to enjoy safe use of the water as a recreational and potential employment environment
- understanding the interplay between ‘self’ and ‘self and others’ in single sex and mixed sex groupings through a range of creative and challenging activities (eg individual and team sports, dance, gymnastics, aquatic, outdoor and recreational pursuits, and modified and adapted activities)
- gaining new insights through designing intra- and inter-school physical activity, interactive multimedia presentations and sport programs, taking into account access limitations to school and community facilities, in order to cater for a diverse population of participants.

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.

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 (eg modified sports, dancing, swimming)
- works collaboratively to create and plan movement sequences, and contribute successfully in teams
- develops a sense of reliability and responsibility while participating in activities (eg accepting the umpires’ decisions, packing up equipment)
- uses and extends their skill repertoire in a range of school and community contexts that enhances their self-awareness (eg gymnastics or dance displays, wheelchair dancing, promotional video, websites, electronic slide shows).
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.

At Standard 4, towards the end of Year 8, the student:

4.1

Reflects on the use of specialised skills in various social contexts (including teams) and is able to modify skills to improve performance.

Id • In • KC1 • KC4

Examples of evidence include that the student:

- creates, rehearses and performs movement sequences in a range of situations (e.g., presenting a ‘live’ or audiovisual presentation to a sympathetic audience) C • KC6
- is able to respond to, and provide appropriately critical, feedback to improve the performance of self or others Id • C • KC2
- performs confidently in a range of roles (e.g., player, coach or umpire, team member) Id • KC4
- produces plans of varied activities to cater for diverse populations. In • KC3

At Standard 5, towards the end of Year 10, the student:

5.1

Participates in a range of physical activities while planning and evaluating various roles they can take in the community to develop their interests and assist others.

Id • In • KC1

Examples of evidence include that the student:

- develops criteria for evaluating and analysing performance (e.g., simulator package or video analysis of their ground strokes in tennis) Id • C • KC1 • KC6
- demonstrates involvement in a range of pursuits in school and community settings (e.g., playing for the local club, bushwalking).
- conducts an analysis of local community facilities and programs for physical activity and sport that cater for the diverse needs of the community (e.g., sport, recreation and fitness opportunities). C • KC1 • KC3
Strand: physical activity and participation

Key Idea

Students develop, through participation, an understanding of the components of fitness that influence their healthy growth and emerging physical capabilities. They are able to plan and make changes to those practices and values that are harmful or counterproductive. F • Id • KC3

This includes such learning as:

- gathering, analysing, recording and reporting information (through developing databases and software products) about the benefits of moderate physical activity that include more than just achieving basic levels of fitness (eg analysing improved alertness/mental functioning, reduced stress levels and an enhanced immune response) T • C • KC1 • KC2
- critically analysing and reporting on the concept of health-related fitness. Students explore effective methods of developing their strength, cardiorespiratory endurance, body mass, and muscular endurance and flexibility to achieve personal fitness goals Id • KC1
- monitoring their own physical activity levels using a range of methods and devices, including electronic forms, to realistically appraise their own fitness levels and plan, develop and act on practical solutions to suit their own situations T • KC3 • KC5 • KC6 • KC7
- developing an understanding that participation in some activities is influenced by factors that include risk-assessment, availability, cost, location, family, peer and personal attitudes, gender, ability/disability, and culture. Students investigate and report on practical/creative alternatives to improve access to opportunities for those groups and individuals who traditionally have been excluded on the basis of one or more of these factors In • KC1 • KC6
- discovering and managing the impact on the developing self of the benefits that a range of physical activities can provide (eg having fun, contributing to health and wellbeing, and interacting with others and working in teams) Id • KC4
- appraising the potential for personal growth associated with participation in adventure activities (eg team sports, rock climbing, bushwalking, surfing) in order to gain an insight into opportunities available locally and globally KC4
- reporting on the extent of the commercial industry developed around sport, fitness and recreational pursuits. Students consider education, training and work pathways to gain an insight into the opportunities that are or will be available. F • C • KC2

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

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) Id • In • C • 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
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:**

**3.2**

Evaluates their own beliefs about fitness and undertakes activities of interest to develop a preferred future of personal health-related fitness. **F • Id • KC1**

Examples of evidence include that the student:
- initiates, plans and participates in a physical activity program designed to improve an identified area of weakness **Id • KC3 • KC6**
- identifies options available for their preferred activities and incorporates them into their schedule **F • KC6**
- analyses the health benefits of regular vigorous activity as it relates to the many components of mind and body functioning. **T • C • KC1**

**At Standard 4, towards the end of Year 8, the student:**

**4.2**

Researches, develops, and carries out personal plans for fitness programs, in the context of issues concerning health and fitness within the community. **F • In • T • KC1 • KC3**

Examples of evidence include that the student:
- sets personal fitness goals and identifies the factors that affect achievement of the goals (eg emergence of online activities, lack of time or motivation) **Id • KC1 • KC3**
- researches opportunities in the community for fitness appraisals and programs and develops recommendations for the future needs of people in a range of contexts (eg elderly, people with disabilities, socio-economically disadvantaged communities) **F • T • KC1 • KC6**
- critically analyses and interprets data on the effectiveness of community involvement in physical activity and initiatives designed to raise activity levels (eg Active Australia). **T • C • KC1 • KC5**

**At Standard 5, towards the end of Year 10, the student:**

**5.2**
Strand: personal and social development

Personal and social development focuses on students’ increasing skills and knowledge, and changing attitudes and values, which assist the understanding of ‘self’ and ‘self and others’ as they 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. 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 world expands, students develop skills necessary to establish and maintain positive relationships. KC4 Understanding, skills and values are developed in relation to exploring friendships in a variety of contexts such as work and recreational environments.

During the Middle Years students continue to critically analyse prevailing social activities and values, including their own and their peers’. KC1 Moral development is significant at this stage, as moral dilemmas can be identified and explored. Id • In

Puberty can be a time of confusion for students at this age, and they may feel uncomfortable or embarrassed by their changing body. They are adjusting to their developing physical and sexual maturity and beginning to establish emotional and psychological independence from adults, while simultaneously being expected to respect and appreciate adult authority. It is a time often associated with increased emotional and social distance between adolescents and adults. Id • In

Identity and self-concept are restructured as adolescents undergo rapid changes, confront many tasks and decisions, encounter varying social circumstances and develop increased competencies and skills. The ability to establish close, intimate friendships becomes an integral part of social and emotional adjustment and wellbeing. They develop enhanced confidence in the ability to use online and offline communication in a range of ways to develop and maintain relationships. In • T • C • KC2

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

Key Idea

Students further develop an understanding of their different identities in and beyond local environments. They critically analyse the different ways people view each other. They establish a sense of increasing rights and responsibilities in relation to family, peers and the wider community.

This includes such learning as:

- exploring the concept of self and analysing the impact that factors including fashion, media, peer and consumer culture, electronic sources and income have on the construction of individual and group identities. Students consider the interests served by these factors, the effects they have on possibilities for equality of participation in society, and what can be done for a more just future

- reflecting critically on the ongoing need people have for a sense of belonging and acceptance with other people and groups

- appraising the diverse ways that people view each other on the basis of characteristics that include culture, ethnicity, gender, ability, and social and economic status. Students deconstruct the stereotypes that result, and reconstruct more flexible and hopeful images

- recognising that they have a different identity in different situations (eg within the family or with peers), and that these identities shape and are shaped by a variety of factors, including power relations within and between different social groups

- identifying and reporting on the ways in which the attitudes, values and behaviours of others, or being a part of a group, influence their own identity and relationships

- developing personal meaning in relation to their identities in order to rehearse strategies that promote a positive self-concept and good relations with others

- identifying and developing values that help them define what is right and wrong, and their rights and responsibilities in benefiting themselves, their own and others’ communities, and natural environments.

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

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

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

- describes what they like/dislike about themselves and what they can improve, and how they feel when those attributes are acknowledged

- explains what they like or dislike about various situations (eg beginning a new class, meeting someone new, dealing with a disagreement, meeting someone new online)

- critically analyses the influences on their sense of worth (eg being accepted by peers, their body image).
At Standard 3, towards the end of Year 6, the student:

Explains how different ways of describing people influence the way people value and treat themselves and others. \( \text{Id} \times \text{In} \times \text{T} \times \text{KC2} \)

Examples of evidence include that the student:
- appraises stereotyping and gives examples beyond stereotyping \( \text{In} \times \text{T} \times \text{KC1} \)
- 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 \( \text{Id} \times \text{In} \times \text{C} \times \text{KC2} \)
- explains how treatment based on a stereotype impacts on a person's individuality and social relations \( \text{Id} \times \text{KC2} \)
- 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. \( \text{C} \times \text{KC2} \)

At Standard 4, towards the end of Year 8, the student:

Investigates key ways in which groups and cultures contribute to forming identities. \( \text{Id} \times \text{In} \times \text{T} \times \text{KC1} \)

Examples of evidence include that the student:
- reflects on memorable experiences, events or transitions in their life (e.g., changing school, making new friends, taking on new responsibilities) and identifies the associated feelings \( \text{T} \times \text{KC1} \)
- identifies social and emotional aspects of themselves that make them unique and contribute to their identity \( \text{Id} \times \text{KC1} \)
- appraises the changes that have occurred in their life that have altered how they feel about themselves \( \text{Id} \times \text{KC1} \)
- describes and demonstrates the actions they can take to promote a positive self-concept in a variety of contexts (e.g., supporting a friend who is low in confidence, chat forums) \( \text{In} \times \text{C} \times \text{KC2} \times \text{KC7} \)
- identifies and critiques aspects of their identity that have been constructed by contemporary cultures, including the culture of youth, consumerism and globalism. \( \text{Id} \times \text{In} \times \text{T} \times \text{KC1} \)

At Standard 5, towards the end of Year 10, the student:

Analyses the multiple identities they have in different contexts and with different people and appraises the social constructs of individuals and groups in the community. \( \text{Id} \times \text{In} \times \text{T} \times \text{KC1} \)

Examples of evidence include that the student:
- appraises how people feel different in different situations (e.g., explaining how some personal characteristics are valued in particular situations and not in others) \( \text{In} \times \text{C} \)
- identifies a variety of personal aptitudes and characteristics that shape their own identity \( \text{Id} \times \text{KC1} \)
- reflects on their identity in relation to belonging to different groups in the community in terms of values and interests \( \text{Id} \times \text{KC1} \)
- critically appraises the influence of various forms of media on the way they perceive themselves (e.g., local and global television). \( \text{T} \times \text{C} \times \text{KC1} \)
Strand: personal and social development

**Key Idea**

Students further develop personal resilience as they interpret the meaning of physical, emotional and social change, and their own developing sexuality and that of others. **Id • In • KC1**

This includes such learning as:

- appreciating, and innovatively catering for, similarities and differences between individuals in terms of abilities, rates of physical growth and development, and factors that influence these. Students explore the factors that promote their own growth and development and that of others **Id • KC1**
- identifying and expressing their social and emotional health, and considering the effect emotions have on their own and others’ physical health, wellbeing and behaviour **Id • In • KC1 • KC2**
- analysing the function of different body parts and systems and the stages of the life span. Students explore and analyse the significant growth and change transitions that occur and how they are celebrated in families of diverse cultural and linguistic backgrounds, including the valuing of elders in Aboriginal and Torres Strait Islander communities **In • KC1**
- appraising perceptions of sex, sexuality and gender and how they are constructed in various social and cultural groups, and in the media and emergent technologies. Students identify actions that can be taken individually or through the community to address issues that include harassment, racism and homophobia **Id • In • KC1**
- identifying, rehearsing and presenting problem-solving scenarios to deal with conflicts they may encounter **Id • T • C • KC1 • KC2 • KC6**
- researching available community health services and related opportunities for employment in the health care industry **In • KC1**
- developing confidence about and positive dispositions towards adolescence. **Id**

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 **F • Id • KC2**
Identifies physical, social and emotional changes associated with their growth and development, and appreciates differences between people of the same age.

Examples of evidence include that the student:

- identifies and describes the effect of key factors that influence development throughout puberty  
  \[\text{Id} \bullet \text{In} \bullet \text{KC1}\]
- 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  
  \[\text{Id} \bullet \text{KC2}\]
- describes aspects of growth and development (eg abilities, heredity, cultural history) that are beyond an individual’s control  
  \[\text{In} \bullet \text{KC2}\]
- explains that lifestyle choices such as diet and exercise can significantly alter how an individual grows and develops (eg ways to avoid future onset of diabetes).  
  \[\text{In} \bullet \text{KC2}\]

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

3.4

Analyses the changes associated with growth and development and uses problem-solving skills to manage significant transitions and issues in their own and others’ lives.

Examples of evidence include that the student:

- demonstrates skills needed to manage changes associated with adolescence, and develops communication, decision-making, conflict resolution and negotiation skills  
  \[\text{In} \bullet \text{C} \bullet \text{KC2}\]
- demonstrates an understanding of the choices and changes that they will encounter in the near future, including the impact of new technologies on lifestyle  
  \[\text{In} \bullet \text{KC2}\]
- is able to critically reflect on and describe situations from other people’s perspectives  
  \[\text{Id} \bullet \text{In} \bullet \text{T} \bullet \text{KC1}\]
- considers and develops options for managing pressure and stress.  
  \[\text{Id} \bullet \text{KC6}\]

At Standard 4, towards the end of Year 8, the student:

4.4

Critically appraises the interrelationships of factors that influence growth and development, and ways of promoting healthy growth and development for themselves and others in the community.

Examples of evidence include that the student:

- recognises and describes how aspects of healthy growth and development are interrelated (eg lifestyle, access to online and face-to-face health services)  
  \[\text{In} \bullet \text{KC2}\]
- uses skills confidently to deal with new situations as they arise, given the interrelationship (eg developing sexuality)  
  \[\text{Id}\]
- identifies barriers to the adoption of healthy habits and proposes strategies to deal with them (eg managing stress)  
  \[\text{F} \bullet \text{KC1} \bullet \text{KC6}\]
- compares and contrasts options for maintaining healthy lifestyle habits (eg preserving natural environments).  
  \[\text{In} \bullet \text{T} \bullet \text{KC1}\]
Strand: personal and social development

**Students extend their social knowledge and skills to enable them to make and maintain positive relationships and close friendships, and work collaboratively in teams.**

This includes such learning as:
- exploring the relationships they have with different groups and individuals, and analysing and considering why these relationships are important and how they change over time
- reviewing and evaluating friendships and identifying what is valuable to them in a friendship
- working flexibly and cooperatively with others as part of a team. They develop the skills and understandings (eg communication, cooperation, encouragement, dissent and protest, negotiation and conflict resolution) required for effective group membership
- challenging stereotypes, including those portrayed in all forms of electronic sources, that impact on self, others’ and group identity and opportunities. Students reconstruct more positive and flexible images
- deconstructing the concept of leadership and identifying the diverse range of qualities and values needed of good leaders
- examining Aboriginal and Torres Strait Islander concepts of family through comparing a range of family structures within and between cultural groups, including the diverse Indigenous communities. Students consider and report on the changing roles and responsibilities in a family and explore situations where there are competing expectations
- examining sexual relationships and sexual attraction, and interrogating limiting assumptions and community attitudes. Students identify and challenge stereotypes that relate to relationships, emotions, abilities, sexuality and sexual activity.

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
- adopts skills to include others in group and team activities
- demonstrates and describes the different roles and responsibilities required to be a member of a group or team working towards a shared goal
- discusses the importance of being positively regarded by a group
- 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).
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 (e.g. outdoor education) In • KC4
- identifies and applies important group and team skills (e.g. 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 (e.g. 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

At Standard 4, towards the end of Year 8, the student:

4.5

Develops skills for working effectively in groups and in teams, explores different constructions of group dynamics such as leadership and identifies qualities for good leaders. Id • In • KC1 • KC4 • KC6

Examples of evidence include that the student:

- analyses and can take on different roles (e.g. being a leader, motivator, teacher, harmoniser) in group or team situations In • KC1 • KC4
- demonstrates an understanding of the roles and communication methods involved in effective group or team functioning Id • C • KC2 • KC4
- analyses and communicates the feelings associated with taking on different roles within a group Id • C • KC1 • KC2
- examines the roles they play in the family and can identify the conflicting expectations that arise (e.g. family vs peer group expectations). Id • KC1

At Standard 5, towards the end of Year 10, the student:

5.5

Critically analyses the way individuals and groups use power to influence the behaviour of others and how an imbalance of power impacts on individual and group identities. Id • In • KC1

Examples of evidence include that the student:

- reflects on a scenario where a group or team has used power to influence the behaviour of an individual or another group (e.g. friends, political parties, lobby groups) Id • In • T • C • KC4
- analyses and reports on why and how people use power in positive and negative ways Id • C • KC1
- explains the assumptions, expectations and power dynamics in relationships In • KC2
- examines the characteristics of responsible sexual relationships and the skills, attitudes and values needed to maintain them. In • KC1
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 an individual, a family and a community; and that the health of an individual 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. 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 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

Adolescence is a time of exploration and self-discovery, and a time to find a place in society and move towards the independence of adulthood. It is a time of questioning, challenging, and sometimes resisting and critically examining the actions of peers, adults and community structures. Students in the Middle Years explore and synthesise a variety of new roles in order to come to terms with themselves and their environments. KC1 They develop an increasing ability to think about hypothetical and future situations and events. KC6 Success and enjoyment in relation to safe and healthy practices during adolescence increases the likelihood of healthy patterns and habits continuing into adulthood. Increasingly students at this age are confronted with a greater range of choices that influence their lifestyles, including legal and illicit substances, healthy and unhealthy food, and peer and media pressure. It can be a time when they become aware of eating disorders and other associated mental health issues. The acquisition of knowledge and skills is crucial for developing healthy dietary practices and appreciating the important role food plays in their lives. Id • In • T

Middle Years students develop and refine a set of standards and values relating to family, religion, school, work, lifestyle and sexuality. Choices that are made continue to have powerful implications and lifelong consequences. F • T

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

Key Idea

Students consider the range of influences on their health associated with increasing freedom of choice, critically examine information available about those choices, and devise personal and community strategies based on them. F • In • T • KC1 • KC6

This includes such learning as:

- collecting evidence of their personal skills and abilities in a portfolio in order to identify and set goals for further development Id • KC3
- identifying aspects of their lives that enhance their health and safety, and considering how these can be maintained and enhanced F • T • KC1
- critically analysing the influence on health of factors that include social and economic status, history, gender, age, ability, location and natural and built environments. Students learn about the inequities in health status of particular groups in communities and consider the variety of ways in which these can be addressed In • KC1
- analysing and reporting on the impact of Europeans on the health of Aboriginal and Torres Strait Islander peoples, as recorded in history, stories and data, and some ways in which health issues are addressed in their communities T • KC1 • KC2
- identifying the major health concerns within Australia, including smoking, vehicular accidents, use of alcohol and illicit drugs, cardio-vascular disease, child abuse, STDs, HIV and mental health. Students investigate the social and cultural factors which are the basis of these health concerns, and explore possibilities to address the constructs and effects of social inequities In • T • KC1 • KC6
- critically examining community health services, products and electronic information sources in terms of access, cost, effectiveness and appropriateness, while understanding their rights and responsibilities as consumers and responsible citizens T • KC1
- appraising the benefits to individual and community health of natural environments, and identifying ways they can act to sustain them and to promote more equitable access to these resources In • KC1
- identifying opportunities for careers in community health agencies and services, and assessing career options through workplace learning. Id • KC1

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) In • KC1
- identifies online and offline community health services and health officers, and investigates what they do to promote healthy living In • KC1
- 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 T • KC2
- 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). F • KC6
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 • KC6

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 In • C • KC1
- considers ways to counter detrimental influences of advertising (eg websites) and stereotypes, and proposes alternatives T • KC6
- identifies community services that support adolescents to develop positive self-esteem (eg youth clubs). In • KC1

At Standard 4, towards the end of Year 8, the student:

4.6

Identifies health issues relevant to adolescence in their community and develops strategies to deal with those issues for self and others. In • T • KC1 • KC3

Examples of evidence include that the student:
- analyses the health status of adolescents in a variety of communities throughout Australia and considers the impact of contributing issues (eg accidents, drugs, advertising, diet) In • KC1
- identifies aspects of their health that they feel good about and have personal control over T • KC1
- identifies and critically evaluates products and services to enhance their health, and environments (eg e-mail, websites, CD-ROMs, video). In • T • KC1

At Standard 5, towards the end of Year 10, the student:

5.6

Critically analyses the immediate, short- and long-term consequences and the inter-relationships of behaviours that affect the health of communities. F • In • KC1

Examples of evidence include that the student:
- compares the health of different groups within the community (eg those living in city or remote locations, Indigenous communities) T • KC1
- analyses factors that impact on the health of different communities (eg poverty, education, access to health services) In • KC1
- researches and predicts the effects immediately and over time of changing behavioural patterns on community health (eg diet, stress) F • C • KC1
- researches community health initiatives (including interactive software packages) and their effectiveness to improve health standards for people and for natural environments. In • T • KC1
Strand: **health of individuals and communities**

**Key Idea**

Students learn to assess and build their understandings of skills to effectively manage risky and challenging situations for themselves and others. In • T • KC6

This includes such learning as:

- taking responsibility for their own and others’ safety by working collaboratively with others or in a team to identify hazards, assess risk and develop strategies, skills and practices to reduce or prevent accidents In • KC1 • KC4 • KC6
- acknowledging the consequences of inequity and use of power in relationships in their social and working lives. Students use assertive behaviour and know how to get support from others (eg peers, adults) to deal with harassment, including unwanted taunts and touching, bullying, homophobia, aggression and violence in work, school and social contexts Id • In
- developing enterprising thinking and strategies to deal with health care issues which are sensitive to the specific needs of cultural and social groups T • KC6
- examining safe sexual behaviour and appraising skills in negotiating sexual rights, including the right to say ‘no’; being assertive and addressing responsibilities; and protecting health and safety in social and work environments Id • In • KC1
- analysing the effects of alcohol, medications and other substances on their body, to generate effective strategies in dealing with situations in which they are influenced to participate in activities and behaviours that put them at risk Id • T • KC1 • KC6
- considering risk-taking in relation to personal growth and potential harm to gain a deeper understanding of the relationship between challenge, risk and safety In • T
- developing and refining problem-solving, decision-making and conflict resolution skills that are important for making improvements in the conditions that promote general and personal safety in a variety of situations in the home, school, work or community. T • C • KC3 • KC6

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

2.7

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 Id • T
- plans actions and responds to simulations of situations where they feel unsafe (eg harassment, fire) and provides alternative scenarios. F • KC3 • KC6

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

3.7 Identifies skills to deal with situations that pose a risk to their health and safety. In • T • KC1

Examples of evidence include that the student:
- recognises a range of choices to deal with unsafe or threatening situations KC6
- analyses the concept of assertive behaviour T • KC1
- demonstrates problem-solving skills in a variety of trial situations (eg simulations, virtual sites). T • KC2 • KC6

At Standard 4, towards the end of Year 8, the student:

4.7 Analyses and articulates the consequences of risk-taking and demonstrates behaviours to minimise harm. In • T • KC1 • KC2

Examples of evidence include that the student:
- discusses and analyses a range of issues related to adolescence and lifestyle practices and choices T • KC1 • KC2
- identifies possible harms associated with a range of risk-taking behaviours In • KC1
- develops a range of strategies (eg anger management, assertive behaviour) to manage situations that may lead to conflict. C • KC6

At Standard 5, towards the end of Year 10, the student:

5.7 Critically assesses and develops effective strategies and behaviours to promote safety. F • Id • T • KC1 • KC3

Examples of evidence include that the student:
- investigates the impact of laws and programs designed to promote safe behaviours among adolescents T • KC1
- researches the incidence and long- and short-term effects of unsafe behaviours in adolescence Id • KC1
- appraises possible at-risk situations for themselves, and plans options and strategies for minimising harm to themselves and others. F • KC1 • KC3
Strand: health of individuals and communities

Key Idea

Students increase their knowledge of and skills for healthy dietary practice. They research and critically analyse information, including online, on food choice, and identify the influence of peers and the media on nutritional choices. Id • T • C • KC1

This includes such learning as:

- analysing and evaluating food intake, accessing nutritional databases, setting goals, and planning and preparing food to meet nutritional needs and qualitative standards T • KC1 • KC3 • KC5
- investigating and demonstrating influences (eg personal, economic, health, cultural, technological and societal) on food choice that shape the eating patterns of individuals and communities, and how they have changed over time (eg dietary related illness and body image) T • KC1 • KC2
- promoting healthy practice in relation to current eating issues and to question community practices that run counter to informed nutritional practices C • KC1 • KC6
- demonstrating an ability to cook (and interpret a recipe) to increase their own and their family’s food choice when planning a nutritionally sound diet T • KC1 • KC2 • KC3 • KC6
- analysing and reporting on nutritional information on labels, product websites, as an important lifelong consumer skill, and critically appraising content, presentation and omissions T • C • KC1 • KC2
- initiating and practising good hygiene in food preparation and skills to safeguard their own and others’ health C • KC6
- investigating the range of foods available in Australia’s multicultural society and developing skills to prepare different foods KC1
- canvassing opportunities for careers within the food industry, including how these have changed and continue to change. Students investigate the educational and training opportunities for those interested in pursuing these careers KC1
- assessing their attitudes towards such issues as genetically modified foods and the consumption of vitamin supplements T • KC1
- investigating the factors affecting eating patterns, including medical conditions (eg lactose intolerance, diabetes, coeliac disease), knowledge, sources of online information, access, geographical location, income, values and beliefs, and the influence of media and advertising, on themselves, other humans and on natural environments. T • C • KC1

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

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

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**

At Standard 4, towards the end of Year 8, the student:

4.8

Understands a range of influences on nutritional needs and implements a dietary strategy for adolescence. **T • C • KC3**

Examples of evidence include that the student:

- shows an understanding of at least one food selection model (eg Australian Guide to Healthy Eating) **KC1**
- explains why groups in the community eat differently (eg age, medical condition, gender, environmental values, physical activity levels, culture) **In • KC2**
- appraises and applies safe food handling practices in relation to preparation and storage **KC6**
- discusses contemporary health issues in food selection and preparation in their society, and presents information for particular audiences **C • KC2**
- develops skills in food selection, preparation and presentation of healthy meals for a variety of settings. **KC2 • KC6**

At Standard 5, towards the end of Year 10, the student:

5.8

Critically analyses current dietary trends, and the impact they have on health, and experiments with different approaches to preparing and presenting food. **F • T • C • KC1 • KC6**

Examples of evidence include that the student:

- investigates changing dietary trends (eg genetically engineered products) **T • KC1**
- researches the influence of different foods and food production methods on a community’s health **F • C • KC1**
- gathers latest information from a range of online and offline sources, and explores and demonstrates different approaches to food preparation and presentation **C • KC1 • KC6**
- analyses and devises possible solutions and reports on public safety issues about food contamination. **F • C • KC1 • KC2**
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 children and 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. 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. 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 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 target 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 Ideas and standards are represented through the skills of listening, speaking, reading and writing.

In the Middle Years students collaborate with others to generate and exchange information and solve problems. In • T • KC1 • KC4 • KC6 They demonstrate the capability to engage with a diversity of opinions, and an awareness of cultural diversity in interactions with others. Id • In • KC4 They infer, decipher, compare and contrast patterns in language, and identify and demonstrate reasoning about connections among language concepts, as they actively construct knowledge. T • KC1 • KC2 Students develop a sense of their own identity and recognise the dynamic and multidimensional nature of identity of individuals and groups, by exploring representations of peoples and cultures in text. Id • In • T • KC1

Students learn in a structured and supported language environment, with a focus on constructing and interpreting texts; and extending, connecting and applying their learning in new contexts. T • C • KC1 • KC6 Contexts include their own physical and social environment, the world of learning and knowledge, and environments in which the target language is used. Topics relate to students’ general interests and aspirations, and their personal and community life, including daily routine; and extend to the world of leisure, entertainment and work, including activities, hobbies, interests and jobs. Their study also encompasses topics drawn from or related to other Learning Areas, including the environment, technology and the arts, and the lifestyles of communities where the target language is used. Id • In

Students engage with a range of text types to access new ideas and information; and include extended and authentic material drawn from youth magazines and other media in print and online, which may contain unknown words and structures. T • C • KC1 Texts for listening include exchanges between native speakers in real-life settings (eg public broadcasts such as news and weather, or films and documentaries with subtitles). They listen to, view, read and respond to texts to develop their capability to understand and use the target language in new contexts; and to learn about their social and educational world, the world of knowledge and learning, and about communities where the language is used. In • T • C • KC6

Students’ communication involves interacting with each other to present or exchange personal information, including expressing personal opinions, feelings, aspirations and ideas, and responding to those of others. F • Id • KC2 • KC4 They locate information from various sources and generate their own language, including questions in classroom interactions. T • C • KC1 • KC6 Language use is supported by focusing on skills in accessing, storing and retrieving information, including the use of electronic and print dictionaries, and other digital technologies.

Students engage in conversations and exchange information in social and educational settings. C • KC2 They write their own texts, from short paragraphs of two to three connected sentences to extended responses of three or more paragraphs, in order to express and exchange ideas about their personal, social and educational world; the world of knowledge and learning; and about communities where the language is used, with a focus on their future aspirations. F • Id • C • KC2

Following are the Key Ideas that comprise the communication strand in Pathway 1A.
Strand: **communication—Pathway 1A**

**Key Idea**

**Listening**

Students listen and respond to texts to interpret meaning and use the target language in new contexts. They develop thinking skills, making connections between ideas, and using processes of inquiry in seeking solutions to problems. In • T • KC2 • KC6

This includes such learning as:

- recognising that listening involves understanding the intention of the speaker and the context of use C
- analysing the purpose, structure and meaning of texts and identifying linguistic choices made in texts C • KC1
- processing and using information obtained in seeking solutions to problems (eg to make choices or decisions, or infer reasons) In • T • KC6
- deciphering meaning of new words using contextual or prior knowledge T • KC1
- identifying activity sequences or specific information in a story or procedure T • C • KC3
- responding to oral instructions to complete an activity or procedure C • KC2

**Speaking**

Students engage in conversations to share information, demonstrating appropriate ways of establishing and maintaining relationships, and working with others, in diverse cultural settings. In • C • KC2 • KC4

This includes such learning as:

- recognising the importance of stress patterns and rhythm in conveying meaning C
- initiating an interaction using forms of address appropriate to different audiences; and introducing a topic using explanation or questions C • KC2
- maintaining interaction by responding to an intervention; by acknowledging, replying to, agreeing or disagreeing with other points of view; and by inquiring to seek clarification In • C • KC2
- concluding an interaction (eg by using verbal cues for summing up) C
- collaborating with others in creating and performing role-plays and interactive multimedia presentations, involving making requests, arrangements, decisions or choices In • C • KC2 • KC4 • KC6 • KC7
- composing and presenting information and personal opinions to audiences of their peers/users. In • KC2 • KC3

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) T • C
- distinguishes and repeats words and phrases with attention to pronunciation and intended meaning T • C
- 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 T • C
- responds to comments (eg with yes/no or single word)
- 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) Id • C
- uses rehearsed language in songs, digital presentations, stories and structured role-plays C
- makes factual statements through word substitutions. C
South Australian Curriculum, Standards and Accountability Framework

Middle Years Band — Languages

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 In • C • 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 Id • C • KC2
- works in teams in response to instructions or requests. In • KC4

At Standard 4, towards the end of Year 8, the student:

4.1 Recognises connections between the main ideas and supporting detail in texts to provide reasons for a decision or opinion. In • T • C • KC1

Examples of evidence include that the student:
- distinguishes the purpose of a text (eg announcement, description) C
- identifies roles and relationships between participants In
- identifies key items of information (eg points of view, events and sequences of events, reasons for decisions) C • KC1
- demonstrates connections between ideas (eg notions of time and place) T • KC2
- responds by sharing a personal view or opinion with others. In • C • KC2

At Standard 5, towards the end of Year 10, the student:

5.1 Identifies and analyses major themes, ideas and cultural aspects in spoken texts. In • T • C • KC1

Examples of evidence include that the student:
- analyses relationships between ideas (eg sequence, contrast, comparison, cause and effect) In • KC1
- appraises specific views or positions of individuals and groups, and their personal responses to those views/positions Id • In • KC1
- selects, orders and synthesises information drawn from various electronic and other sources to compare opinions and ideas T • KC1 • KC3 • KC7
- provides reasons or evidence for an action or decision. T • C • KC2

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 • KC6
- uses modelled sentence patterns to express a personal reason, opinion or feeling Id • C • 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

4.2 Presents information and opinions on issues in social interactions. In • C • KC2

Examples of evidence include that the student:
- initiates and concludes an exchange or multimedia presentation appropriately C
- sustains the interaction using strategies (eg asking for repetition, rephrasing, clarification) In
- responds to factual, open-ended questions (eg why, how) C • KC2
- expresses preferences and reasons in discussing issues C • KC2
- works in teams to create texts to present information and ideas to others. In • KC2 • KC4 • KC6

5.2 Works cooperatively to share information and ideas, and present opinions on issues of local and global significance. In • C • KC2 • KC4

Examples of evidence include that the student:
- initiates, responds to and concludes an interaction or presentation appropriately In • C • KC2
- organises ideas and information, and uses a range of graphics/hypertext to support ideas C • KC3
- expands the message and qualifies information by providing reasons for decisions/opinions C • KC2
- seeks and gives follow-up information to resolve an information gap, or to verify information. In • KC1
- negotiates with others to achieve common goals. In • KC4
**Strand: communication—Pathway 1A**

**Key Idea**

**Reading**

Students read and respond to texts to develop their capability to interpret meaning and use the language in new contexts. They develop thinking skills, making connections between ideas, and using processes of inquiry in seeking solutions to problems. \( T \circ C \circ KC1 \circ KC2 \circ KC6 \)

This includes such learning as:

- recognising that reading involves identifying the intention of the author and the intended audience \( C \)
- identifying linguistic choices and social values that are made in constructing texts \( C \circ KC1 \)
- identifying how texts are developed (eg through the use of expansion, elaboration or restating of information) \( T \)
- analysing the purpose, structure and meaning, and locating specific information or reading for gist in text \( T \circ KC1 \)
- demonstrating that information obtained is not directly transferable, and needs to be processed in order to be used to construct their own texts \( T \circ C \circ KC2 \)
- appreciating the role of written text in information management, and in shaping social relationships; and the value of reading for both pleasure and learning enhancement \( C \)
- accessing information through a range of CD-ROMs, websites and interactive online services to learn about the language, and about topics of interest, including their future aspirations. \( F \circ C \circ KC1 \)

**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. \( T \circ C \circ KC1 \)**

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) \( T \circ C \)
- contributes to shared reading of imaginative and informative texts and identifies developments of ideas \( T \circ C \circ KC1 \)
- predicts the meaning of new words in texts (eg story books).
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

At Standard 4, towards the end of Year 8, the student:

4.3

Synthesises key points of information in texts to form an opinion on an issue. T • KC1

Examples of evidence include that the student:
- identifies the overall purpose of the text (eg to inform, entertain, persuade) C
- identifies a sequence of events and suggests reasons for events C • KC3
- uses different formats to classify and display information C • KC1 • KC2
- compares information gathered from a variety of electronic sources to make choices or decisions for the present or future T • KC1
- provides supporting evidence for a decision or opinion. T

At Standard 5, towards the end of Year 10, the student:

5.3

Recognises connections between language and contrasting values and perspectives in texts. In T • C

Examples of evidence include that the student:
- analyses the purpose and overall meaning of the text C • KC1
- distinguishes the nature of information (eg fact or opinion) C • KC1
- analyses the significance and gives a personal reflection on ideas, practices, perspectives in texts Id • T • KC1 • KC2
- orders information (eg notes, summaries, graphics, electronic diaries) to show relationships between ideas KC3
- comments critically by comparing perspectives on an issue, and considers alternative scenarios. In • T • KC1 • KC2 • KC6
Strand: communication—Pathway 1A

Key Idea

Writing

Students write their own texts to share ideas about aspects of personal and group identity and to present points of view on issues of interest or concern. 

Id • T • C • KC2

This includes such learning as:

- planning and organising information to construct texts, using a range of ways to gather and organise ideas (eg note taking, comparison charts, concept maps, databases) T • C • KC3
- using appropriate forms of address for different audiences (eg their peers, familiar adults, persons in positions of authority) C • KC2
- using appropriate conventions, register and tone to present ideas and information for different purposes, including messages and correspondence, descriptions, narratives and reports C • KC2
- analysing text organisation and structure, and logical development of ideas C • KC1
- using rhetorical patterns (eg cause and effect, comparison and contrast) C
- expressing ideas with clarity by combining or embedding ideas, elaborating or adding details, or by summarising (eg by simplifying relevant points extracted from text) C • KC2
- modelling their own writing by referring to authentic texts In
- proofreading for spelling, punctuation and grammar C
- expressing their own ideas and thoughts in imaginative and expressive ways. 

Id • KC2 • KC6

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

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) T • C
- 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:

3.4

Writes texts to convey personal messages, information or ideas.

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

At Standard 4, towards the end of Year 8, the student:

4.4

Writes to convey personal experiences and opinions, and information about people, places and events.

Examples of evidence include that the student:

- uses text conventions as appropriate for the purpose T • C • KC3
- structures ideas to form a cohesive text, and demonstrates a logical sequence C
- extends or elaborates the message using (eg comparison or contrast) T • C
- expresses personal opinion on issues, drawing on a range of electronic sources of information Id • T • KC2 • KC7
- uses imaginative or expressive language to inform or entertain others. In • C • KC6

At Standard 5, towards the end of Year 10, the student:

5.4

Conveys personal experiences, ideas, opinions and aspirations, and demonstrates respect for alternative perspectives.

Examples of evidence include that the student:

- presents writing in a form appropriate to the audience, adhering to the conventions of the text type C • KC2
- develops ideas and overall textual cohesion (eg by qualification, comparison, contrast) C
- constructs or relates a sequence of events (eg using time markers or tenses) C • KC3
- presents opinions with balance and respect when referring to the experiences and values of others. Id • In • 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 the target 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 the Middle Years students learn to analyse the conventions and system of the language to expand their understanding of how meaning is conveyed in a range of contexts. They make comparisons and draw connections between languages, developing metalinguistic knowledge and overall literacy across languages. They think critically about communicating, evaluating ideas and viewpoints expressed in various media and expressing their own thoughts and ideas effectively.

Students understand and interpret meaning in a range of contexts, using their knowledge of language to research, collect and organise information. They explore topical issues and a range of future possibilities related to their personal, social, vocational and educational world, recognising that information is available worldwide, traversing time and space. They challenge assumptions about the past, present and future and demonstrate the capability to think critically about form, content and underlying intentions in a range of media.

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

Key Idea

Students explore diverse forms of communication, including information and communication technologies and use models to represent and analyse systems in language, and apply these in constructing their own meaning. In • T • C • KC1 • KC2 • KC6 • KC7

This includes such learning as:

- conceptualising language learning and use, in order to understand explanations and participate in discussions about how language works T • KC2
- appreciating that knowledge of the form of the language is necessary for effective learning, comprehension and construction of meaning T
- recognising that grammatical concepts have particular functions (eg to elaborate the message or organise ideas) and form part of the overall system of the language C
- appreciating that acronyms and jargon represent convenient ways of communicating among groups with shared knowledge C • KC2
- observing that languages do not translate directly, and that languages operate in culturally specific ways to create meaning and ‘position’ different social groups In • T
- focusing on the purpose and features of text types and how these are used in interpreting texts C
- developing strategies for internalising new language, including ways to decipher unknown words and structures from context or through the use of bilingual and online dictionaries T • KC6
- consciously applying basic rules of sentence construction in their own speech and writing T
- comparing and contrasting how meaning is conveyed in their first language with other languages In • KC1
- using a range of methods of information storage and retrieval to assist their comprehension and information processing (eg using dictionaries, reference materials, glossaries, concept maps and digital and electronic resources) T • C
- recognising the potential of and applying databases and word processing frameworks in interpreting and constructing text. C • KC5

Developing understanding of language in this Band includes learning specific structures and conventions of the target language system as listed on page 144. T

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. In • T • C • KC1 • KC5

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 (eg punctuation and phrasing, compound words) T • C • KC2
- recognises ways text is presented according to purpose (eg as captions, labels, animations, dialogues, vocabulary charts, greeting cards, calligraphy) T
- recognises conventions in written and spoken texts (eg messages, posters, exclamations, commands) C
- identifies language forms used (eg for specifying, counting, identifying and describing objects and actions, and time and place; for stating ownership and asking questions) C • KC5
- recognises the ways cultural values are expressed in language (eg gender, formality) In
- uses available textual resources to decipher and compare meaning and construct their own texts. C • KC1 • KC3

Developing understanding of language in this Band includes learning specific structures and conventions of the target language system as listed on page 144. T
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.

In • T • C • KC1 • KC2

Examples of evidence include that the student:
- deciphers meaning of new words using contextual knowledge T • KC1
- applies linguistic structures to extend their own meaning (eg time markers, adverbs, adjectives) C
- recognises how questions and statements are formed T • C
- makes comparisons with known language to identify and describe patterns and features of the language. In • KC1 • KC2 • KC5

At Standard 4, towards the end of Year 8, the student:

4.5

Applies knowledge of language forms to identify, analyse and describe patterns in language.

In • T • C • KC1 • KC2 • KC5

Examples of evidence include that the student:
- recognises and employs conventions of speech and writing when addressing different audiences In • C • KC2
- applies structures to elaborate or extend the message T • C
- identifies connections between language and cultural practices of the language In
- makes comparisons between languages to explain aspects of the target language system. In • T • KC1 • KC2

At Standard 5, towards the end of Year 10, the student:

5.5

Analyses how cultural values and practices are expressed in literature and media texts.

In • T • C • KC1

Examples of evidence include that the student:
- analyses connections between language use, and personal values and perspectives Id • In • KC3
- appraises the ways in which purpose and context influence how meaning is conveyed In • T • KC1
- identifies and describes how qualification and elaboration of the message is conveyed T • C • KC1 • KC2
- manipulates their language resources to refine the message (eg adds emphasis in speech using stress and inflection) C
- identifies linguistic choices in the portrayal of people and events T • KC1
- uses idiom and colloquial expression in a range of contexts to describe feelings, impressions or reactions (eg humour). C • KC2
Structures and convections

Constructing concepts referring to people and things, to build and vary the message, using:
- nouns, including compound nouns, and nouns referring to activities and processes
- pronouns, including personal, demonstrative, possessive, indefinite and interrogative pronouns, to refer to people and things without naming them
- determiners, both specific and general, to identify what is being talked about
- adjectives to describe the quality or colour, classify or compare things, or add emphasis
- possessive structures to indicate possession or association
- quantifiers (eg all, several) and comparatives (eg some, few) to talk about quantities and amounts
- cardinal numbers to refer to an exact number of things
- ordinal numbers to refer to a sequence of things
- qualifiers (eg prepositional phrases, adjectives) and coordination, to expand the noun group
- transitivity to indicate who or what is involved
- complementation to describe and identify actions and items
- two verbs together in phase to talk about closely linked actions
- mood, including declarative statements, interrogative questions, imperative orders
- negative statements
- modals to indicate attitude, possibility, ability, likelihood, permission; to make requests; to express intentions

Expressing time, manner or place using:
- simple and continuous tenses; the present, the past, and the future
- time expressions, including clock time, dates, and prepositional phrases (eg at, in)
- expressions of frequency (eg often, never) and duration (eg always, briefly)
- adjuncts to indicate circumstances
- adverbs to give information about manner and degree
- adverbs to give information about manner and degree
- prepositions for position, to give information about place (eg in, at, on) and for direction (eg 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) and concession (eg although)
- relative clauses to give further information about a person or object (eg that, which), and relative pronouns
- past and present participles to relate actions
- coordination to link related ideas (eg conjunctions and, but, then), and to link clauses or verbs (eg using prepositional phrases)
- referring back or referring forward (eg this, that, if so, such)
- ellipsis (ie leaving out a word or words)
- the passive voice to focus on the thing affected
- the impersonal ‘it’, taking the focus off the subject, to describe places or situations, or to comment on actions and experiences

Reporting what people say or think using:
- reporting verbs to indicate the purpose of speaking (eg think, know, answer, invite)
- quote structures to report someone’s actual words and direct speech (eg argue, agree, tell)
- own words to report structures and indirect speech.
**Strand: understanding culture—Pathway 1A**

Through this strand students become aware of the place of cultural value systems in using and analysing language and generating their own language; in observing the actions and viewpoints of others; and in interacting with people from diverse cultures. In • KC1 • KC4

The emphasis 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 Middle Years students expand their knowledge of cultural concepts and processes through investigation and analysis of texts and through personal engagement with speakers of the target language. Id • In • C • KC1 They learn to recognise how cultures operate as dynamic systems of perceptions, practices and products that vary according to place and time.

F • In They make comparisons and connections with their own cultural experience, and develop an understanding of how diverse cultures and communities view their world. In • KC1

Students explore depictions of peoples and cultures in texts, develop a sense of their own identity and recognise the power of cultural and linguistic diversity. They demonstrate an understanding of the dynamic and multidimensional nature of identity of individuals and group. Id They work collaboratively with others, demonstrating both the capability to engage with a diversity of opinions, and a respect for cultural diversity in interactions with others. In

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

Key Idea

Students learn to understand and demonstrate respect for the values and practices of diverse groups; in past, present and future contexts. They recognise connections between identity and cultural values, and how these are expressed in language. F • Id • In • KC1 • KC2

This includes such learning as:

- applying knowledge of cultural concepts and ways of thinking, and learning about culture T
- analysing cultural identity in association with concepts of community and nationhood, ethnicity, and geographic, socio-economic and political identities. Students recognise and appreciate diversity within and across cultures F • In • KC1
- analysing different ways of perceiving and expressing reality C • KC1 • KC2
- identifying the interconnections between language use and cultural values (eg in idiom, colloquial language, register and formality) In • KC1
- recognising the origins and importance of values and beliefs that underlie and influence patterns of verbal and non-verbal behaviour (eg politeness, personal space, respect for elders) F • In
- assessing the interdependence of such aspects as food and agriculture, seasons and celebrations, and social hierarchies; and the value cultures assign to these In
- evaluating the history and influence of the target culture within the Australian community In • KC1
- developing a critical approach to understanding their own culture and identity, and cultural diversity, including making comparisons and connections between cultures Id • In • KC1
- being critically aware of the value of cultural understanding in the global community and in future possibilities, and considering their part in it. F • KC1

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. F • Id • In

Examples of evidence include that the student:

- observes the significance of particular cultural practices in their own language activities In
- identifies and analyses expressions of cultural identity in language (eg in stories, social conventions and etiquette) Id • KC1
- observes concepts related to cultural values in language (eg how titles, personal names, family relationships, ways of greeting are expressed) In
- observes the significance of concepts within cultural practices (eg time, history, the cycle of the seasons and the environment) Id
- 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. F • Id • In • KC1

Examples of evidence include that the student:

- relates aspects of culture, language and identity in texts (eg forms of address) Id • In • KC1
- identifies and reports on patterns of interaction and behaviour in everyday life over time (eg relationships between people) F • In • KC1 • KC2 • KC5
- identifies the significance of concepts in how meaning is conveyed (eg manners, respect, politeness) Id • In
- perceives connections between the values and practices across cultures. In • KC1

At Standard 4, towards the end of Year 8, the student:

4.6

Analyses cultural references in texts and challenges assumptions about cultural identity, values and practices. F • Id • In • T • KC1

Examples of evidence include that the student:

- identifies generalisations about the culture (eg questioning stereotypes in texts) In • T
- analyses and discusses ways in which cultural values are presented in texts (eg in metaphor, register) In • T • C • KC1 • KC2
- reflects on the ways culture is interpreted by others (eg identifying how stereotypes influence perceptions) F • Id • In • KC1
- explains why particular practices and products are evident and valued in the culture (eg aspects of faith, seasonal celebrations) In • KC2
- reflects on own values and identity in expressing opinions about culture and how these have changed over time. F • Id • KC1 • KC2

At Standard 5, towards the end of Year 10, the student:

5.6

Appraises diverse perspectives on personal and community issues in past, present and future times. F • Id • In • T • KC2

Examples of evidence include that the student:

- analyses cultural values and practices that are products of their time and place F • Id • In • KC1
- appraises the relativity of information about culture (eg insider and outsider perspectives) In • KC1
- analyses and reports on personal and collective perspectives on issues in texts (eg author’s position, relationships between power holders and individuals) Id • In • KC1 • KC2
- appraises alternative positions or scenarios on issues across cultures and subcultures. F • In • KC1
Languages (alphabetic)
Pathway 1B
Second language learners 8–12
Through the study of languages, students gain knowledge, skills and dispositions that enable them to communicate, to make comparisons across languages and cultures and strengthen their literacy skills. Id • In • C • KC2

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, and 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 **numeration** 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 1B

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 target 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 Ideas and standards are represented through the skills of listening, speaking, reading and writing.

In the Middle Years students collaborate with others to generate and exchange information and solve problems. In • T • KC4 They engage with a diversity of opinions and demonstrate awareness of cultural diversity in interactions with others. Id • In They infer, decipher, compare and contrast patterns in language, and identify and demonstrate reasoning about connections among language concepts. T • KC1 • KC5 Students develop a sense of their own identity and recognise the dynamic and multidimensional nature of identity of individuals and groups, by exploring how peoples and cultures are represented in text. Id • In • T • KC1

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 extending to the world of their community and society, the local environment, and environments in which the target language is used. Id • In

Students listen to, view and read texts and interact with texts that are simple and generally contain familiar concepts. Texts for reading 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. T • C Texts for listening include classroom interactions and short dialogues. Authentic texts are limited in scope, containing ideas in familiar contexts (eg letters and e-mail, posters, advertisements, and short texts from media and literature), both in print and online.

Communication involves students experimenting with language and exploring concepts drawn from other Learning Areas. C • KC2 • KC6 They work individually as well as in groups or teams to share personal information and ideas. Id • In • C • KC4 Learning is supported by focusing on appropriate linguistic structures and ways of conveying meaning, and by developing learning skills to access information (eg from electronic dictionaries and multimedia resources). T They engage in structured oral interaction in experientially familiar classroom, social and public settings, and begin to write their own texts independently. T • C They communicate information about themselves, their personal, social and educational environment, knowledge of the cultures of communities where the target language is used, and concepts drawn from other Learning Areas. Id • In • C • KC2

Following are the Key Ideas that comprise the communication strand in Pathway 1B.
Strand: communication—Pathway 1B

Key Idea

Listening

Students listen and respond to texts to interpret meaning, and to learn about the target language. KC1 They develop thinking skills and make connections between form and meaning in language to learn how meaning is conveyed in a range of contexts. T • C • KC2 • KC7

This includes such learning as:

- listening for understanding when others are speaking, including listening to identify purpose, context and Key Ideas C
- recognising that listening involves understanding the intention of the speaker, the context of use, and personal predispositions and preferences Id • C
- listening for meaning, including sound discrimination; and identifying the meaning of words, sentences and short texts C
- analysing the purpose and structure to decipher meaning in texts, including locating specific information T • C • KC1
- identifying and classifying sources of information, including data, using visual supports and concept maps to assist comprehension, and multimedia presentations, charts or graphs to display information T • KC1
- identifying activity sequences and key information in a story or procedure T • C • KC3
- processing and using information obtained (eg to make choices or decisions, or infer reasons) Id • T
- responding to questions and instructions in classroom interactions and activities C • KC2
- contributing to structured class discussions on aspects of language and culture in texts T • KC2
- engaging in conversations by responding to greetings and requests and instructions, and to the opinions and ideas of others in verbal and non-verbal ways C • KC2
- engages with expressive aspects of language (eg in short stories). C

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

As this Pathway begins at Year 8, there are no Outcomes at this Standard.
At Standard 3, towards the end of Year 6, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.

At Standard 4, towards the end of Year 8, the student:

4.1

Identifies factual information in spoken texts and responds to questions or instructions to share meaning with others. T • C • KC1 • KC2

Examples of evidence include that the student:
- distinguishes the purpose of a text (e.g., a statement, a request, a question) C • KC1
- identifies key information in texts, including personal reactions and responses Id • C • KC1
- selects from options to match information or complete sentences T
- responds to questions about self, home life and interests Id • C • KC2
- responds to instructions in class interactions. KC2

At Standard 5, towards the end of Year 10, the student:

5.1

Recognises connections between the main ideas and supporting detail in texts to provide reasons for a decision or opinion. In • T • C • KC1 • KC2

Examples of evidence include that the student:
- distinguishes the purpose of a text (e.g., announcement, description) C • KC1
- analyses roles and relationships between participants In • KC1
- appraises key items of information (e.g., points of view, events and sequences of events, reasons for decisions) C • KC1 • KC3
- demonstrates connections between ideas (e.g., notions of time and place) T • KC2
- responds by sharing a personal view or opinion with others. In • C • KC2
Strand: communication—Pathway 1B

Key Idea

Speaking

Students engage in conversations to exchange information, and learn appropriate ways of establishing and maintaining relationships and working with others in diverse cultural settings. In • C • KC2 • KC4

This includes such learning as:

- using culturally appropriate speech and polite, social behaviour in familiar contexts (eg greeting adults, expressing thanks, communicating through chatrooms) In • C
- articulating sounds effectively in connected speech T • C
- recognising the importance of stress patterns and rhythm in conveying their own meaning C
- using forms of address appropriate to different audiences In • KC2
- exploring ways of initiating, maintaining and concluding an interaction, including introducing a topic, providing or seeking clarification, and using verbal cues for summing up In • C • KC2 • KC6
- experimenting with language, and varying or substituting aspects of the content to express meaning T • KC2 • KC6
- using the language in performance (eg in role-plays and shared reading), including the use of paralinguistic devices to enhance audience comprehension (eg gesture, facial expression) C • KC2
- working in teams to present structured role-plays, simulating real-life contexts In • KC4
- engaging in conversations and giving short presentations on personal topics, using rehearsed language Id • C • KC2
- creating and performing role-plays involving making requests, arrangements, decisions or choices. C • KC2 • KC6

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

As this Pathway begins at Year 8, there are no Outcomes at this Standard.
As this Pathway begins at Year 8, there are no Outcomes at this Standard.

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

4.2

Builds relationships and expresses own ideas in social interactions.

Examples of evidence include that the student:
- formulates factual questions or provides information and services (eg time, place, price, quantity, quality)
  - C • KC2
- uses modelled sentence patterns to express a personal reason, opinion or feeling
  - C • KC2
- makes factual statements through word substitutions
  - C
- selects appropriate structures to elaborate meaning (eg using adjectives, time phrases)
  - T • KC1
- responds appropriately in interactions (eg taking turns, acknowledging, agreeing)
  - C • KC2

At Standard 4, towards the end of Year 8, the student:

5.2

Presents information and personal opinions on issues in social interactions.

Examples of evidence include that the student:
- initiates and concludes an exchange or presentation appropriately
  - C • KC2
- sustains the interaction, using strategies (eg asking for repetition, rephrasing, clarification)
  - In
- responds to factual, open-ended questions (eg why, how)
  - C • KC2
- expresses personal preferences and reasons in discussing issues
  - C • KC2
- works collaboratively with others to prepare and present multimedia presentations.
  - In • KC4 • KC7

At Standard 5, towards the end of Year 10, the student:
**Strand: communication—Pathway 1B**

**Key Idea**

**Reading**

_Students read and respond to texts to interpret meaning, and to learn about the target language._ KC1 • KC2 *They develop thinking skills and make connections between form and meaning in language to learn how meaning is conveyed in a range of contexts._

T • C • KC2 • KC7

This includes such learning as:

- recognising that reading involves identifying the purpose and context, and key information and ideas T • C
- analysing the purpose, context, structure and meaning, and locating specific information or reading for gist in text including identifying linguistic choices that are made in constructing texts In • T • KC1
- appraising the particular forms and conventions that language-in-text takes T • KC1
- recognising that reading for meaning goes beyond direct translation T • C
- interpreting visual information, data and statistics, and using concept maps to identify and classify information T • KC1 • KC2 • KC5
- using a range of methods to record and display information (eg charts, graphs, speech bubbles, captions) T • C • KC2
- participating in reading by making predictions about the development of ideas T • KC6
- responding to questions to demonstrate awareness of aspects of language and culture in texts T • C • KC2
- using a range of CD-ROMs, interactive software and websites to learn about the language, and to access information in the language about the culture. C • KC7

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

*As this Pathway begins at Year 8, there are no Outcomes at this Standard.*
As this Pathway begins at Year 8, there are no Outcomes at this Standard.

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

4.3

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 • KC1
- identifies main ideas and sequences of events in texts C • KC1 • KC3
- searches for information to solve simple problems or complete a task (eg filling in gaps, interpreting simple data, matching items, matching captions to images) T • C • KC6
- obtains, classifies and records information to form judgments (eg charts, statistics, databases, maps, grids). T • KC1

At Standard 4, towards the end of Year 8, the student:

5.3

Synthesises key points of information in texts to form an opinion on an issue. T • C • KC1

Examples of evidence include that the student:

- analyses the overall purpose of the text (eg to inform, entertain, persuade) C • KC1
- analyses a sequence of events and reasons for events T • KC1 • KC2
- uses different formats to classify and display information C
- compares information from a variety of sources to make choices or decisions for the present or future F • T • KC1
- provides supporting evidence for a decision or opinion. T

At Standard 5, towards the end of Year 10, the student:
Strand: communication—Pathway 1B

Key Idea

Writing

Students experiment with language and write their own texts to describe their personal and social world. They explore diverse forms of communication, including digital and electronic technologies, to share meaning with others or members of their team. Id • T • C • KC2 • KC4 • KC6 • KC7

This includes such learning as:

- recognising that effective written communication is influenced by purpose and context, and involves engaging the interest of the reader (eg e-mail, letter writing, producing a poster) Id • C • KC2
- analysing text organisation and structure, and logical development of ideas C • KC1 • KC3
- making comparisons between their own writing by referring to models and authentic texts Id • KC1
- proofreading for spelling, punctuation and grammar C
- experimenting with language, and varying or substituting aspects of the content to express their own meaning Id • T • C • KC6
- using a range of methods to support communication of ideas (eg illustrations, graphics, audio, text, hypertext) C • KC2
- employing vocabulary tables and lists, bilingual dictionaries and word processing technologies to develop and extend their own writing T • C • KC7
- corresponding with other learners through short informal letters Id • C • KC2
- writing imaginatively in different contexts (eg a card, message, poster, map) C • KC2 • KC6
- expressing their own ideas and thoughts in constructing their own texts. Id • KC2 • KC6

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

As this Pathway begins at Year 8, there are no Outcomes at this Standard.
As this Pathway begins at Year 8, there are no Outcomes at this Standard.

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

4.4 Writes short texts to convey personal messages, information or ideas.  
Id • T • C • KC1

Examples of evidence include that the student:

- uses models to apply text conventions (e.g., title, heading, letter format)  T • C
- orders words correctly in simple statements (e.g., actions, descriptions, numbers or questions)  T • C
- uses modelled sentence patterns to express personal information and ideas  Id
- links ideas using connectives (e.g., and, but, also, because)  T • C
- extends the message (e.g., using adjectives and adverbs)  C
- uses interactive software and word processing to construct texts and share information with others.  KC2 • KC7

At Standard 4, towards the end of Year 8, the student:

5.4 Writes to convey personal experiences and opinions, and information about people, places and events.  In • T • C • KC2

Examples of evidence include that the student:

- uses text conventions as appropriate for the purpose  T • C
- structures ideas to form a cohesive text, and demonstrates a logical sequence  C • KC3
- extends or elaborates the message (e.g., using comparison or contrast)  T • C
- expresses personal opinion on issues, drawing on a range of electronic sources of information  In • T • KC1 • KC2
- uses imaginative or expressive language to inform or entertain others.  C • KC2

At Standard 5, towards the end of Year 10, the student:
Strand: understanding language—Pathway 1B

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 vehicle for increasing students’ communicative potential. In • T • KC1 • KC2

In the Middle Years students learn structures and features 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 • KC6 They make comparisons and draw connections between languages, and develop overall literacy across languages. T • C • KC1 They recognise that languages represent patterns which can be organised and applied in new contexts. T • KC5 • KC6 They appreciate the connections between language, culture and identity, across communities, and the potential of language learning for their future. F • In

Following is the Key Idea that comprises the understanding language strand in Pathway 1B.
South Australian Curriculum, Standards and Accountability Framework

Strand: understanding language—Pathway 1B

Key Idea

Students use models to identify and analyse patterns and systems in language, and apply these in constructing their own meaning. KC1 • KC5
They explore diverse forms of communication as they develop their potential for constructing meaning. In • T • C • KC1 • KC2

This includes such learning as:

- understanding that knowledge of the form of the language is necessary for effective learning, comprehension and construction of meaning T
- conceptualising language learning and use in order to understand explanations and participate in discussions about how language works T • KC2
- discerning patterns and making observations about how texts work, including the different functions of language structures and the features of text types (eg narrative) T • C • KC1 • KC5
- understanding that rules exist in language use (eg for word order, expressing time) T • C
- recognising that grammatical concepts perform particular functions (eg to elaborate the message or organise ideas), and form part of the overall system of the language C
- focusing on the purpose and features of text types, and how these are used in interpreting meaning In • C • KC1
- applying features of the language system, including conventions of the writing system (eg capitalisation, cursive forms) and speech conventions T • C
- consciously applying basic rules of sentence construction when composing their own meaning, by connecting and sequencing ideas to form a paragraph C • KC3
- developing strategies for deciphering unknown words and internalising new language (eg using contextual clues, models, wordlists, dictionaries, references) T • KC6
- recognising the potential of, and applying forms of multimodal formats, (eg CD-ROMs, interactive software) in interpreting and constructing text T • C • KC1 • KC2 • KC7
- appreciating that acronyms and jargon represent convenient ways of communicating among groups with shared knowledge C • KC2
- comparing and contrasting how meaning is conveyed in their first language with other languages, observing that languages do not translate directly, and that languages operate in culturally specific ways to create meaning In • T • C • KC1
- using a range of methods of information storage and retrieval to assist their comprehension and information processing (eg using dictionaries, reference materials, glossaries, concept maps, videos, multimedia presentations and websites). T • C

Developing understanding of language in the Middle Years Band includes learning specific structures and conventions of the target language system listed on page 166.
As this Pathway begins at Year 8, there are no Outcomes at this Standard.

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

4.5

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 and textual resources
- applies linguistic structures to extend their own meaning (e.g., time markers, adverbs, adjectives)
- varies structures to, for example, ask questions, make positive and negative statements, express feelings and opinions or form negatives
- makes comparisons with known language to identify and describe patterns and features of the language.

At Standard 4, towards the end of Year 8, the student:

5.5

Applies knowledge of language forms to identify, analyse and describe patterns in language.

Examples of evidence include that the student:

- recognises and employs conventions of speech and writing when addressing different audiences
- applies structures to elaborate or extend the message
- analyses connections between language and cultural practices of the language
- makes comparisons between languages to explain aspects of the target language system.

At Standard 5, towards the end of Year 10, the student:

Id • In • KC1

- recognises and employs conventions of speech and writing when addressing different audiences
- applies structures to elaborate or extend the message
- analyses connections between language and cultural practices of the language
- makes comparisons between languages to explain aspects of the target language system.
**Structures and conventions**

Constructing concepts referring to people and things, 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 (e.g., all, several) and comparatives (e.g., some, few)
- Cardinal numbers to refer to an exact number of things
- Ordinal numbers to refer to a sequence of things
- Fractions, measurements, and approximations
- Qualifiers to expand the noun group (e.g., prepositional phrases, adjectives, and coordination)
- Verbs to talk about actions, thoughts, feelings, and to relate information (e.g., 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

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 (e.g., clock time, dates)
- Expressions of frequency (e.g., often, never), and duration (e.g., always, briefly)
- Adjuncts to indicate circumstances
- Adverbs to give information about manner and degree
- Prepositions to give information about time, place and direction (e.g., in, at, on, to, into)

Combining, structuring, making cohesive and coherent messages using:

- Subordination, using adverbial clauses to indicate time (e.g., when, before, since), reason (e.g., because), result (e.g., so that), condition (e.g., if), concession (e.g., although)
- Relative clauses including pronouns to give further information about a person or object (e.g., that, which, who)
- Past and present participles to relate actions
- Coordinating conjunctions and prepositional phrases and to link related ideas (e.g., and, but, then)
- Referring back or referring forward (e.g., this, that, if so, such)
- Ellipsis (i.e., 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 (e.g., the impersonal ‘it’ as subject)
- Additional information structures (e.g., addressing people)

Reporting what people say or think using:

- Reporting verbs to indicate the purpose of speaking (e.g., think, know, answer, invite etc)
- Quote structures to report someone’s actual words and direct speech (e.g., argue, agree, tell)
- Report structures and indirect speech.
**Strand: understanding culture—Pathway 1B**

Through this strand students become aware of the place of cultural value systems in analysing and in generating their own language; in observing the actions 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 constructed by and manifested in language, and the cultural principles and practices that influence communication in the target language.

**In • C • KC2**

In the Middle Years students develop an appreciation of cultural concepts and processes in a range of texts, and develop an understanding of culture as a dynamic system of perceptions, practices and products. **In • C** 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** They 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 • KC4** They understand that others have feelings and ideas, and respond appropriately in classroom and community interactions with members of diverse communities. **Id • In • KC2** They recognise the potential benefits of cultural understanding in their own future. **F • T • KC1**

Following is the Key Idea that comprises the understanding culture strand in Pathway 1B.
Key Idea

Students recognise connections between cultural values and practices and language use. They recognise values significant to the culture and how these are represented in language use. \textit{Id} \textit{In} \textit{T} \textit{KC1}

This includes such learning as:

- recognising that cultures 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 (eg food, dress, and in everyday social interaction) \textit{Id} \textit{In} \textit{T} \textit{KC1}
- developing a personal perspective on patterns of life in diverse communities, by making comparisons between their own experiences and life in communities where the language is used \textit{Id} \textit{KC1} \textit{KC5}
- identifying the interconnections between language use and cultural values, and understanding the values and beliefs that influence social interaction and language use in diverse communities \textit{Id} \textit{In} \textit{KC1}
- discerning and describing patterns of cultural behaviour and expression in diverse cultures, in familiar settings (eg school, family, social and retail) \textit{In} \textit{C} \textit{KC1}
- reflecting on aspects of the culture viewed through a range of texts (eg CD-ROMs, videos, websites, magazines, film, literature and art), including Internet sites \textit{Id} \textit{KC1} \textit{KC7}
- appraising attitudes and beliefs, significant to the culture, which are related to celebrations and rituals, work, study and leisure \textit{In} \textit{KC1}
- recognising aspects of cultural values, practices and human experience that are shared across cultures (eg a sense of community, faith and worship) \textit{In} \textit{KC1}
- understanding that there are different ways of perceiving and expressing social experiences, and valuing and engaging with social diversity, in their immediate environment, and in anticipating future options \textit{F} \textit{Id} \textit{C} \textit{KC1} \textit{KC2}
- recognising that awareness of cultural diversity and the ability to work with people from diverse cultural backgrounds enhances social, educational and vocational options \textit{In} \textit{KC1}
- appraising cultural identity in association with concepts of community and nationhood, ethnicity, and geographical and political identity; and recognising diversity within cultures \textit{In} \textit{KC1}
- perceiving the interdependence of such aspects as food and agriculture, seasons and celebrations, and social hierarchies; and the value cultures assign to these \textit{In} \textit{KC1}
- investigating the history, influence and future aspirations of target language communities within Australia and internationally. \textit{F} \textit{Id} \textit{KC1}
At Standard 3, towards the end of Year 6, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.

At Standard 4, towards the end of Year 8, the student:

4.6

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) Id • In • KC1
- identifies patterns of interaction and behaviour in everyday life over time (eg relationships between people) F • In • KC1 • KC5
- identifies the significance of concepts in how meaning is conveyed (eg manners, respect, politeness) Id • In • KC1
- identifies connections between the values and practices across cultures. In • KC1

At Standard 5, towards the end of Year 10, the student:

5.6

Analyses cultural references in texts and challenges assumptions about cultural identity, values and practices.

Examples of evidence include that the student:
- analyses generalisations about the culture (eg questioning stereotypes presented in texts) and, where appropriate, considers alternative language practices T • KC1 • KC6
- analyses and discusses ways in which cultural values are presented in texts (eg in metaphor, register) In • KC1 • KC2
- reflects on the ways culture is interpreted by others (eg identifying how stereotypes influence perceptions) Id • KC1
- explains why particular practices and products are evident and valued in the culture (eg aspects of faith, seasonal celebrations) In • KC2
- reflects on own values and identity in expressing opinions about culture and how these have changed over time. Id • KC1 • KC2
Languages (alphabetic)
Pathway 2A
Background 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 ICTs. They learn about cultures and make comparisons across cultures, in understanding issues of identity and global interdependence. Id • In • C • 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 Ideas and standards are presented through the skills of listening, speaking, reading and writing.

In this Band students think critically about communicating, relating and interpreting ideas and perspectives, and participate in collaborative interactions to present points of view in order to make decisions and solve problems. In • C • KC1 They collect and organise information in order to understand and develop the specialised language for a range of learning and social contexts. T • C They express their own views and opinions in interpreting representations of youth and contemporary issues in various media, and reflect upon diverse ways of living, working and relating to others. Id • In • C • KC1 • KC2

Students learn in a rich language environment, with a focus on the world of texts and other people’s experience. They interpret texts and extend, connect and apply their learning in new contexts. T • C • KC1 • KC6 Contexts include their own physical, social and educational and local environment; and the world of learning and knowledge. Topics are drawn from or related to other Learning Areas; the world of work, leisure and entertainment, including popular culture; and extend to areas of topical interest such as the environment, social issues, and lifestyle in communities where the language is used. In • C

Students listen to, view, read and respond to a range of authentic texts, including texts from the media, and literature (eg factual and imaginative texts), youth magazines, and texts related to other Learning Areas. KC2 Texts for listening include exchanges between native speakers in real-life settings, and public broadcasts and audiovisual resources such as educational and entertainment programs, films, documentaries and websites. T They explore evaluative language and how it can be used to express viewpoints and position readers. T • C • KC2

Communication involves opportunities for students to interact with each other or to present or exchange personal information, and to gather, process and use information to debate on issues in society and popular culture. Id • In • C • KC1 • KC2 • KC4 Students also have opportunities for personal expression of experiences, opinions and ideas, with an emphasis on problem-solving, reasoning and explaining, and applying their knowledge. Id • KC1 • KC2 • KC6 Language use is supported by focusing on appropriate structures and ways of conveying meaning; and on skills in accessing, storing and retrieving information, and using electronic and print dictionaries and digital and electronic resources. T • C • KC1 • KC2 • KC7 They engage in conversations and write their own extended texts to express concepts, ideas and personal reflections about their social and educational and local world; the world of learning and knowledge, including topics drawn from other Learning Areas; and about communities where the language is used. Id • In • C

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

Key Idea

Listening

Students listen and respond to texts in different genres and multimedia to develop their capability to understand and use the language in new contexts. They evaluate texts on a range of issues of interest and concern to young people in order to present ideas and personal opinions.

KC2 • KC6 They evaluate texts on a range of issues of interest and concern to young people in order to present ideas and personal opinions.

KC1 • KC2

This includes such learning as:

- identifying the intention and motivation of the speaker, including the use of expressive aspects of communication (e.g., pace, volume, intonation, body movement) to influence meaning
- identifying linguistic resources used and how linguistic choice influences the way meaning is conveyed
- analysing the derivations or origins of words and word groups in order to make connections between known and unknown vocabulary and concepts
- distinguishing the purpose, structure and meaning of texts, including identifying layers of meaning (e.g., gist, main points, specific or supporting detail), and making judgments in determining the relevance of detail and distinguishing between fact and opinion in texts
- listening to or viewing a range of multimedia for personal enjoyment, and to research and learn more about the target language and culture
- listening to texts to find solutions to problems, and to explore perspectives, consider evidence and make judgments.

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
- deciphers meaning of new words from contextual clues T • KC1
- recognises and shares new information presented in text In • T • C • KC2
- uses information to make decisions or suggestions, and expresses personal opinions Id • T • C • KC2
- records information in specific formats (e.g., 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 Id • C • 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. T • C • KC6

At Standard 4, towards the end of Year 8, the student:

4.1

Analyses the ways in which meaning is conveyed, and discusses major themes, issues or ideas in texts. T • C • KC1

Examples of evidence include that the student:
- comments on perspectives, intentions or attitudes in text T • C • KC2
- recognises different interpretations of issues and events T
- identifies relationships between ideas and participants in texts In • T • KC1
- identifies reasons or evidence for a decision or perspective T
- relates opinions or facts from different sources in order to present a position. Id • T • C • KC1 • KC2

At Standard 5, towards the end of Year 10, the student:

5.1

Analyses ideas, purposes and perspectives on contemporary issues in a range of media. T • C • KC1

Examples of evidence include that the student:
- analyses the purpose and context of a text T • KC1
- analyses the intention of the author(s) and considers the likely target audience T • KC1
- appraises differing viewpoints in relation to a text T • C • KC1
- analyses the effect of the use of particular stylistic devices to create mood T • C • KC1
- makes connections between values and actions of participants in texts Id • T • KC3
- relates own perspectives to those presented in texts. Id • T • KC1
Strand: communication—Pathway 2A

Key Idea

Speaking

Students engage in conversations to explore issues, solve problems, communicate ideas and share experiences, demonstrating appropriate ways of relating to others. In • T • C • KC1 • KC2 • KC4 • KC6

This includes such learning as:

- analysing the conventions of spoken language (such as politeness), discourse markers (eg actually) and resources for interaction (eg speech functions, mood), and their roles in different exchanges. In • C • KC1
- applying forms of address appropriate to the audience in a range of formal and informal settings C • KC2
- initiating an interaction by eliciting, informing, directing, introducing a new point, using explanation, or hypothesising In • C • KC2
- maintaining an interaction by acknowledging, adding, exemplifying, justifying, evaluating, amplifying, turn-taking, interrupting, challenging, or pausing using fillers In • C • KC2
- responding to the point of view of others on a range of topics from familiar to challenging C • KC2
- adapting or reformulating language as a result of feedback In • T • C • KC2
- concluding an interaction, or concluding a topic by summing up C • KC2
- presenting information and ideas in a range of modes, by creating multimedia products that use text, audio, graphics and animated images. C • KC2 • KC7

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

2.2

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

Examples of evidence include that the student:

- asks and responds to questions to exchange personal and factual information with others Id • C • KC2
- retells or gives opinions related to spoken texts C • KC2
- manipulates language resources to respond in new contexts T • C
- adjusts language to suit the needs of conversational partners or audience In • C
- works collaboratively and in teams to prepare and present ideas in spoken forms and as multimedia presentations. In • C • KC4
Engages in social interactions and contributes information and ideas in learning activities.

**Examples of evidence include that the student:**
- Speaks with appropriate register in interactions among peers and adults
- Participates in problem-solving related to social issues
- Offers additional detail, or expresses an alternative view, on an issue in discussion
- Uses language for dramatic or emotional effect in speech, play or poetry reading, video.

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

**3.2**

Engages in social interactions to inform and entertain on contemporary issues.

**Examples of evidence include that the student:**
- Organises information and ideas from different sources to convey a coherent position (e.g., mount an argument)
- Supports views with evidence, reasons or examples to convince or persuade others
- Negotiates to reach consensus on an issue (e.g., make decisions or make agreements)
- Employs stylistic features (e.g., contrast or emotion to add emphasis)
- Shows reciprocity with the audience (e.g., acknowledging their reaction or inquiry).

At Standard 4, towards the end of Year 8, the student:

**4.2**

Engages with diverse perspectives on contemporary issues in collaboration with others.

**Examples of evidence include that the student:**
- Presents reasoned perspectives, qualifying or contrasting ideas
- Orders information to present a coherent argument
- Uses stylistic devices to enhance meaning
- Shows awareness of and sensitivity to the knowledge and values of the audience (e.g., rephrasing, affirming meaning)
- Justifies facts or opinions by reference to sources
- Presents to different audiences in different media (e.g., video performance).

At Standard 5, towards the end of Year 10, the student:

**5.2**

Engages in social interactions and contributes information and ideas in learning activities.

**Examples of evidence include that the student:**
- Speaks with appropriate register in interactions among peers and adults
- Participates in problem-solving related to social issues
- Offers additional detail, or expresses an alternative view, on an issue in discussion
- Uses language for dramatic or emotional effect in speech, play or poetry reading, video.

In • T • C • KC2

In • T • C

In • C

In • C • KC6

In • C • KC2

In • C • KC6

In • T • C • KC3

In • T • C • KC6

In • T • C • KC2

In • C • KC2

In • C • KC2

In • C • KC2

In • C • KC2
Strand: **communication—Pathway 2A**

**Key Idea**

**Reading**

Students read, evaluate and respond to texts in different genres and multimedia on a range of issues of interest and concern to young people in order to present ideas and personal opinions to others.

This includes such learning as:

- critically analysing the purpose, structure and meaning of texts, and identifying linguistic resources used, recognising the impact of linguistic choice (T • KC1)
- conceptualising the place of written texts in social interaction and information management (T)
- identifying layers of meaning (e.g., gist, main points, specific or supporting detail), and making judgments in determining the relevance of detail and distinguishing between fact and opinion in text (T • C • KC1)
- recognising the impact of style and tone in texts (e.g., subtlety, sarcasm and humour) (T • KC1)
- identifying linguistic resources used and cultural aspects highlighted in text (T • C • KC1)
- analysing the derivations or origins of words (or stems) and word groups in order to make connections between known and unfamiliar vocabulary and concepts (T • KC1)
- scanning, note-taking, synthesising, and researching to access and organise information in order to present to others, using a range of text types and modes (T • KC1 • KC2)
- reading widely for pleasure and educational purposes in different genres and media, including accessing information on vocational and academic options (Id • C • KC1)
- selecting among texts to solve problems and explore perspectives, including viewing and interpreting a variety of visual and multimodal texts (e.g., computer games, films, Internet texts) (T • C • KC1 • KC6)

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

2.3

Expresses opinions and uses ideas conveyed in texts to share meaning with others, develop their understanding, and take action. (In • T • C • KC2 • KC3)

Examples of evidence include that the student:

- identifies and describes features of language and content in text (T • C)
- uses prior knowledge and contextual clues to decipher sound and meanings of new words (T • C)
- identifies key points of information related to new concepts (T • C)
- uses graphics/pictures to classify, compare and order information obtained (T • C • KC1)
- plans and shares a personal presentation demonstrating preferences about ideas in text (Id • T • C • KC1 • KC2)
At Standard 3, towards the end of Year 6, the student:

3.3

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

Examples of evidence include that the student:

- uses linguistic and contextual clues to decipher meaning T • KC1
- identifies main ideas and supporting detail to explain causes and consequences of actions and events T • C • KC2
- relates new information to prior knowledge and identifies relationships between ideas in texts (eg ordering main points in a summary or report) T • C
- recognises discourse patterns. T

At Standard 4, towards the end of Year 8, the student:

4.3

Recognises connections between ideas in texts in developing perspectives on contemporary issues. T • C • KC1

Examples of evidence include that the student:

- identifies views, intentions, values and relationships between individuals and groups in responding to ideas in texts T • C • KC1 • KC2
- identifies how intention and perspective is expressed through choice of words and stylistic devices T • C • KC1 • KC2
- compares opinions or facts from different sources to provide reasons or evidence for a decision or perspective T • C • KC1
- distinguishes the historical and cultural context of the text T • C
- discusses the impact of visual images in text (eg placement, portrayal of individuals/groups). T • KC2

At Standard 5, towards the end of Year 10, the student:

5.3

Critical reads and responds to issues, ideas and perspectives drawn from a range of media. T • C • KC1 • KC2

Examples of evidence include that the student:

- appraises diverse ideas, purposes and perspectives T • KC1
- evaluates their personal position in response to an issue, event or episode Id • T • KC1
- analyses cultural values of author/characters Id • T • KC1
- compares descriptions of the historical or cultural significance of issues, people and events, and considers alternative scenarios F • T • KC1
- makes choices about the value of texts and sources. T • C • KC1
Strand: communication—Pathway 2A

Key Idea

Writing

Students write their own extended texts, to express reflections on aspects of personal and group identity, and to make connections with people and ideas, locally and globally, demonstrating respect for diversity.

This includes such learning as:

- constructing writing for different audiences (e.g., format, convention, style/register, length, tone) for a range of contexts (C • KC2)
- using processes for gathering ideas, and planning and organising information, for a writing task (e.g., electronic diaries, note-taking, database searching, comparative charts, concept maps, summarising), to order and store information from a range of sources (C • KC1 • KC3 • KC7)
- developing cohesion in constructing ideas in texts (e.g., logical sequencing and development of ideas in paragraph structure) (C • KC3)
- using rhetorical devices (e.g., cause and effect, comparison and contrast, amplification, illustration) (C)
- reflecting upon personal and group identity, and different perspectives, in evaluating information based on interviews, films or other sources (I • C)
- editing (e.g., checking the content for coherence, focus, relevance, sufficiency, value adding; and proofreading for spelling, punctuation, grammar) (C)
- writing to establish relationships and share ideas with other users of the language locally and globally (in • KC2)
- using appropriate multimedia products, videos and interactive sites to produce and deliver multimodal texts (e.g., webpages, film clips). (in • C • KC7)

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

2.4

Writes own texts to express knowledge and understanding and convey personal meaning to others. (I • C • KC2)

Examples of evidence include that the student:

- uses models to understand and apply text conventions in own writing to communicate in particular contexts (e.g., salutations and closures in correspondence) (T • C • KC2)
- uses appropriate linguistic devices to link ideas in sentences (T • C)
- uses linguistic devices to develop coherence and sequence of texts (e.g., paragraphing, connectiveness) (T • C)
- acknowledges the interests or expectations of readers in constructing texts (C)
At Standard 3, towards the end of Year 6, the student:

### 3.4

Writes texts to convey personal, factual and imaginative information and ideas. **Id • In • C • KC2**

Examples of evidence include that the student:
- structures and writes texts as appropriate to the text type **C • KC2 • KC3**
- orders information in a logical manner and extends the message by qualifying or comparing information **C • KC3**
- 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**

At Standard 4, towards the end of Year 8, the student:

### 4.4

Writes texts to convey personal ideas and opinions on contemporary issues. **Id • In • C • KC2**

Examples of evidence include that the student:
- organises information and ideas to convey a precise meaning **C • KC1**
- expresses a personal position when reflecting on the significance of an issue/event **Id • C • KC2**
- employs stylistic features (eg contrast to add emphasis) **C**
- qualifies information by providing personal reasons, justification, consequences or supporting evidence **Id • C**
- uses resources for positioning readers in multimodal texts (eg headlines, lead paragraphs). **In • C**

At Standard 5, towards the end of Year 10, the student:

### 5.4

Conveys information, ideas and perspectives about social and community issues. **F • Id • In • C • KC2**

Examples of evidence include that the student:
- uses formal and informal register as appropriate to context **T • C** and structures information using cohesive devices **T • C**
- qualifies, contrasts and presents alternative views and possibilities **F • T • KC1 • KC2 • KC6**
- uses linguistic resources to structure the text and influence the reader (eg uses inclusive pronouns and shared experience to position the reader) **T • C**
- applies layout conventions to support meaning **T • C**
- creates a bilingual resource to convey meaning to audiences of diverse linguistic background. **Id • In • C • KC2 • KC6**
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 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 • C • KC1 • KC2 • KC6

In this Band students expand their understanding of how meaning is conveyed in the language in a range of contexts, making comparisons and drawing connections between languages, and developing their metalinguistic knowledge and overall literacy across languages. T • C • KC1 They think critically about communicating, and collect and organise information about language in order to understand and develop specialised knowledge. T • C • KC1 • KC2 They evaluate structures to actively construct knowledge of language, explore standpoints, and recognise the consequences of their own linguistic choices on others. In • T • C • KC6

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

**Key Idea**

Students use models to organise, analyse and represent systems; and cognitive and intuitive processes to analyse layers of meaning, and compare how meaning is conveyed across languages.

In • T • C • KC1 • KC2 • KC3

This includes such learning as:

- reflecting upon language learning and use to extend their knowledge of the system of the language, and applying knowledge of language concepts and processes to their own learning T • C
- abstracting aspects of form in language to establish patterns that can be applied in new contexts T
- recognising that acronyms and jargon represent convenient ways of communicating among groups with shared knowledge T • C • KC2
- perceiving that there is not a direct word for word equivalence across languages, and that interpreting language involves interpreting cultural meaning In • T • KC1
- drawing upon cognates, or root words, to discern meaning and expand their knowledge of vocabulary; and extending their vocabulary into specialised topic areas beyond their own environment and experience T • KC1
- critically analysing the relationship between word order and meaning to discuss features of the language, and to explain how the language system works T • KC1
- appraising and discussing how messages vary according to context and purpose; and understanding formal and informal, polite registers, and when and where they apply In • T • KC1 • KC2
- conveying meaning in culturally-specific ways (eg the use of idiom, colloquial expressions, figurative expressions) T • C
- comparing and contrasting how meaning is conveyed in their first language and other languages T • C • KC1
- reflecting on how personal identity influences the way language is used to describe the world and everyday life, and how meaning is conveyed in culturally specific contexts Id • T • C • KC1
- extending their knowledge of where, when, how and why language variants are used T • C
- appreciating how language and application of digital and electronic technologies enable global interactions and sharing of knowledge. In • KC2 • KC7

Developing understanding of language in this Band includes increasing learners conscious awareness of the nature, function and purpose of structures and conventions of the target language as listed on page 188.
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.

\[ \text{In} \bullet \text{T} \bullet \text{C} \bullet \text{KC1} \bullet \text{KC2} \]

Examples of evidence include that the student:

- consciously applies knowledge of form and function, including text structure, in communication \( \text{T} \bullet \text{KC2} \)
- sequences and elaborates on the message to convey detailed meanings \( \text{T} \bullet \text{C} \bullet \text{KC2} \bullet \text{KC3} \)
- identifies features used to influence reader perceptions \( \text{T} \bullet \text{C} \bullet \text{KC1} \)
- relates understanding of form and meaning by making comparisons across languages.

\[ \text{In} \bullet \text{T} \bullet \text{C} \bullet \text{KC1} \]

At Standard 4, towards the end of Year 8, the student:

4.5

Reflects on the linguistic resource and how cultural meaning is conveyed through language.

\[ \text{In} \bullet \text{T} \bullet \text{C} \bullet \text{KC1} \]

Examples of evidence include that the student:

- analyses texts to explain structural, textual and cultural features of language \( \text{T} \bullet \text{C} \bullet \text{KC1} \)
- recognises the need to make appropriate linguistic choices in different contexts \( \text{In} \bullet \text{T} \bullet \text{C} \bullet \text{KC1} \)
- perceives how relationships between author and audience are developed (eg how mood, intention and emotion are expressed) \( \text{T} \bullet \text{C} \bullet \text{KC2} \)
- applies comparative knowledge of language to analyse forms of expression in different contexts across languages. \( \text{T} \bullet \text{C} \bullet \text{KC1} \)

At Standard 5, towards the end of Year 10, the student:

5.5

Extends and applies knowledge of the grammatical resource in creating meaning and analysing text.

\[ \text{Id} \bullet \text{T} \bullet \text{C} \bullet \text{KC1} \]

Examples of evidence include that the student:

- applies appropriate conventions to specific purposes in own speech and writing \( \text{C} \)
- analyses the ways in which language can be used for positive and negative effects \( \text{T} \bullet \text{C} \bullet \text{KC1} \)
- appraises bias in representations of groups or events in identifying authors’ intentions or perspectives, and considers actions to challenge bias \( \text{Id} \bullet \text{T} \bullet \text{KC1} \)
- justifies personal interpretations by referring to grammatical features in text \( \text{Id} \bullet \text{C} \bullet \text{KC2} \)
- demonstrates an understanding of change or loss of meaning in translated texts \( \text{T} \bullet \text{KC2} \)
- demonstrates an understanding of issues in basic interpreting (eg awareness of importance of linguistic choice). \( \text{T} \bullet \text{KC2} \)
Structures and conventions

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 (e.g., all, several) and comparatives (e.g., 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 (e.g., prepositional phrases, adjectives, and coordination)
- verbs to talk about actions, thoughts, feelings, and to relate information (e.g., 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

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 (e.g., clock time, dates)
- expressions of frequency (e.g., often, never), and duration (e.g., always, briefly)
- adjuncts to indicate circumstances
- adverbs to give information about manner and degree
- prepositions to give information about time, place and direction (e.g., in, at, on, to, into)

Combining, structuring, making cohesive and coherent messages using:

- subordination, using adverbial clauses to indicate time (e.g., when, before, since), reason (e.g., because), result (e.g., so that), condition (e.g., if), concession (e.g., although)
- relative clauses including pronouns to give further information about a person or object (e.g., that, which, who)
- past and present participles to relate actions
- coordinating conjunctions and prepositional phrases and to link related ideas (e.g., and, but, then)
- referring back or referring forward (e.g., this, that, if so, such)
- ellipsis (i.e., 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 (e.g., the impersonal ‘it’ as subject)
- additional information structures (e.g., fronting, prefacing, addressing people)

Reporting what people say or think using:

- reporting verbs to indicate the purpose of speaking (e.g., think, know, answer, invite)
- quote structures to report someone’s actual words and direct speech (e.g., 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 analysing the language, actions and viewpoints of others, in generating their own language, 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 constructed by and manifested in language, and the cultural principles and practices that influence linguistic choices in communication. **In • C**

In this Band students expand their knowledge of cultural concepts and processes through investigation and analysis of texts, and through personal engagement with speakers of the language. **KC1** They learn to recognise how cultures operate as dynamic systems of perceptions, practices and products that vary according to place and time. **F • C** They make comparisons and connections with their own cultural experience, thereby developing an understanding of how cultures and communities view their world. **Id • In** They critically analyse assumptions about the past, present and future in presenting views and articulating possible future options. **KC1** They work with others to explore interconnections between language and cultural values in family, community and intercultural contexts. **In • C • KC4 • KC6**

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

Key Idea

Students reflect on value systems, and consider contemporary issues and future challenges, from diverse cultural perspectives. They develop an appreciation of different ways of perceiving and expressing reality.

This includes such learning as:

- applying knowledge of cultural concepts and ways of thinking and learning about culture
- recognising different ways of perceiving and expressing reality, by making comparisons between different cultural perspectives
- perceiving the interdependence and value that cultures assign to such aspects as food and agriculture, seasons, celebrations, faith and social hierarchies
- comparing and contrasting relationships and values across cultures, and across age groups (eg attitudes to age, gender, work, training and further education)
- explaining how cultural values and practices are products of their time, and change over time; and recognising the importance of historical perspective
- developing a critical approach to understanding their own culture and cultural diversity, including making comparisons and connections among cultures
- being critically aware of the social benefits of cultural understanding in the global community, and considering their part in it
- recognising diversity across cultures (eg that a language or its dialects may be used by many cultural groups).

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 (eg recognising the role/position of individuals)
- identifies the significance of aspects of the culture (eg historical events and figures, the physical and built environment)
- identifies the ways cultural values are represented in language
- asks questions about and reflects on values represented in texts (eg stories, songs, film)
- reflects on the role of language in expressing their own identity and experiences (eg use of idiom, colloquial expressions, slang).
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. \( \text{Id} \times \text{In} \times \text{KC1} \)

Examples of evidence include that the student:

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

At Standard 4, towards the end of Year 8, the student:

4.6

Identifies how cultural perspectives are presented in texts, and compares values and perspectives over time. \( \text{Id} \times \text{In} \times \text{KC1} \)

Examples of evidence include that the student:

- identifies why particular products and practices are valued in cultures \( \text{Id} \times \text{KC1} \)
- recognises alternative perspectives on specific values and practices \( \text{Id} \times \text{In} \times \text{KC1} \)
- identifies bias or inequality in how individuals or groups are portrayed \( \text{Id} \times \text{T} \times \text{KC1} \)
- compares perspectives in text with their own \( \text{Id} \times \text{T} \times \text{KC1} \)
- reflects on the changing nature of cultural identity. \( \text{F} \times \text{Id} \times \text{KC1} \)

At Standard 5, towards the end of Year 10, the student:

5.6

Examines perspectives and makes judgments about the significance of and reasons for particular practices and values in cultures. \( \text{Id} \times \text{In} \times \text{C} \times \text{KC1} \)

Examples of evidence include that the student:

- appraises examples of challenge to cultural generalisations (eg by identifying how stereotypes influence perceptions) \( \text{In} \times \text{C} \times \text{KC1} \)
- provides evidence of the dynamic nature of systems of values and practices \( \text{In} \times \text{C} \times \text{KC2} \)
- discerns the ways cultural values are interpreted by others when expressing personal opinions and ideas about the culture \( \text{In} \times \text{C} \times \text{KC1} \times \text{KC2} \)
- refers to personal experience to explain why particular practices are evident and valued in the culture \( \text{Id} \times \text{C} \times \text{KC2} \)
- challenges own assumptions when making connections between values across cultures. \( \text{Id} \times \text{C} \times \text{KC6} \)
Languages (alphabetic)
Pathway 2B
Background learners 8–12
South Australian Curriculum, Standards and Accountability Framework

Languages Pathway 2B

Curriculum Scope and Standards

Through the study of languages, students gain knowledge, skills and dispositions that enable them to communicate effectively. They make comparisons across languages and cultures, and strengthen their literacy skills. Id • In • C

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. KC1

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 2B

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 Ideas and standards are presented through the skills of listening, speaking, reading and writing.

In this Band students think critically about communicating, relating and interpreting ideas and perspectives, and presenting points of view, in order to make decisions and solve problems. In • C • KC1 • KC2 • KC6 They collect and organise information in order to understand and develop the specialised language for a range of learning and social contexts. In • T • C • KC1 They express their own views and opinions in interpreting representations of youth and contemporary issues in various media, and reflect upon diverse ways of living, working and relating to others. In • C • KC2

Students learn in a rich language environment, and are supported to develop their understanding of the language, focusing on developing and applying their understanding in new contexts. T • C • KC6 Contexts include their own physical, social and educational and local environment; the world of learning and knowledge (including topics drawn from or related to other Learning Areas); and the world of leisure, entertainment and work, including popular culture; and extending to areas of topical interest such as the environment, social issues and lifestyle in communities where the language is used. In • C

Students engage with a range of text types, including texts from the media and literature (both print and online) that contain new knowledge and unknown words and structures. Texts may include concept maps, visual cues and vocabulary to assist comprehension and support learning. T Texts for listening include exchanges between native speakers in realistic settings, and public broadcasts and audiovisual resources such as educational and entertainment programs, films and documentaries. T • C

Communication involves opportunities for students to interact with each other to present or exchange personal information, and to gather, process and use information to debate issues in society and popular culture. In • C • KC2 They engage in conversations and write their own extended texts to express concepts, ideas and personal reflections. Id • KC2 Students also have opportunities for personal expression of experiences, opinions and ideas, with an emphasis on problem-solving, reasoning and explaining, and applying their knowledge. Id • T • KC2 • KC6 They learn about evaluative language and how it can be used to express viewpoints and position readers. T • C Language use is supported by focusing on appropriate resources for conveying meaning; and on skills in accessing, storing and retrieving information, and using electronic and print dictionaries and digital technologies. T • C • KC7

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

**Key Idea**

**Listening**

Students listen and respond to texts in different genres and multimedia to develop their capability to understand in new contexts. They evaluate and present ideas and personal opinions on a range of issues of interest and concern to young people. \( T \times C \times KC1 \times KC2 \)

This includes such learning as:

- identifying the intention and motivation of the speaker, and the context of use \( T \times C \times KC1 \)
- identifying linguistic resources used and cultural references in texts, recognising that linguistic choices are made in texts to have a particular impact on others \( T \times C \times KC1 \)
- critically analysing the purpose and structure, and applying processes for deciphering meaning, including identifying layers of meaning (e.g., gist, main points, specific or supporting detail) \( T \times C \times KC1 \)
- analysing the derivations or origins of words in order to make connections between known and unknown vocabulary and concepts \( T \times KC1 \)
- identifying the use of expressive aspects of communication (e.g., pace, volume, intonation, body movement) to influence meaning \( T \times C \times KC2 \)
- making judgments in determining the relevance and irrelevance of detail, and distinguishing between fact and opinion in text \( T \times KC1 \)
- listening to and recording information in a range of formats \( T \times C \times KC2 \)
- processing and using information obtained (e.g., giving personal opinion, making choices or decisions, or inferring reasons) \( T \times C \)
- contributing to structured class discussions on aspects of language and culture in spoken texts \( T \times C \times KC1 \)
- listening to or viewing a range of media for personal enjoyment, and to research and learn more about the culture and issues of interest and concern to young people \( T \times C \times KC1 \)

*At Standard 2, towards the end of Year 8, there are no Outcomes at this Standard.*

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

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

As this Pathway begins at Year 8, there are no Outcomes at this Standard.

At Standard 4, towards the end of Year 8, the student:

4.1

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 opinions on an issue or event **C • 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. **T • C • KC6**

At Standard 5, towards the end of Year 10, the student:

5.1

Analyses the ways in which meaning is conveyed, and discusses major themes, issues or ideas in texts. **T • C • KC1 • KC2**

Examples of evidence include that the student:

- investigates perspectives, intentions or attitudes in text **T • C • KC1**
- analyses different interpretations of issues and events **T • KC1**
- appraises relationships between ideas and participants in texts **T • KC1**
- analyses reasons or evidence for a decision or perspective **T • KC1**
- relates opinions or facts from different sources (eg to present a position on an issue). **T • C • KC6**
**Strand: communication—Pathway 2B**

### Key Idea

**Speaking**

Students engage in conversations to explore issues, solve problems, communicate ideas and share experiences, demonstrating appropriate ways of relating to others. In • T • C • KC2 • KC4 • KC6

This includes such learning as:

- appraising the conventions of spoken language (such as politeness), discourse markers (eg actually) and resources for interaction (eg speech functions, mood), and their role in different exchanges T • C
- critically understanding the importance of stress patterns and rhythm in conveying meaning C • KC1
- initiating an interaction using appropriate forms of address and introducing a topic In • C • KC2
- maintaining an interaction by responding, acknowledging, replying, agreeing, disagreeing or seeking clarification In • C
- adapting or reformulating language as a result of feedback In • T • C • KC2
- concluding an interaction appropriately by, for example, expressing thanks, taking leave In • C • KC2
- concluding a topic by using verbal cues for summing up C
- creating and performing role-plays involving requests, or making arrangements, decisions or choices with others In • KC2 • KC6
- engaging in conversations to share personal perspectives and discuss issues Id • C
- preparing and giving short multimedia presentations on topics drawn from their educational and social world. Id • C • KC2 • KC7
South Australian Curriculum, Standards and Accountability Framework

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

As this Pathway begins at Year 8, there are no Outcomes at this Standard.

At Standard 4, towards the end of Year 8, the student:

4.2 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 formal and informal settings C
- participates in problem-solving related to social issues T • C • KC6
- presents a personal perspective on an issue in discussion Id • C • KC2
- uses language for dramatic or emotional effect in speech, play, poetry reading, video. T • C

At Standard 5, towards the end of Year 10, the student:

5.2 Engages in social interactions to inform and entertain on issues of interest or concern to young people. In • C • KC2

Examples of evidence include that the student:

- synthesises ideas from different sources to establish a position or convey a perspective C • KC1
- employs stylistic features (e.g., contrast or emotion to add emphasis) T • C
- supports views with evidence, reasons or examples to convince or persuade others In • C • KC2
- negotiates to reach consensus on an issue, make decisions or make agreements with others In • C • KC2 • KC6
- shows reciprocity with the audience (e.g., acknowledging their reaction or inquiry), including due recognition for those who are disconnected or excluded. In • C
Strand: **communication—Pathway 2B**

**Key Idea**

**Reading**

Students read and respond to texts in different genres and media to evaluate and present ideas and opinions on a range of issues of interest and concern to young people. **Id • T • C • KC1 • KC2**

This includes such learning as:

- recognising that reading involves understanding the context, and the intention and motivation of the writer **T • C**
- conceptualising that reading for meaning goes beyond direct translation **T • C**
- analysing the purpose, forms, conventions and meaning of texts including linguistic resources used, and cultural aspects in text **T • C • KC1**
- analysing the derivations or origins of words in order to make connections between known and unfamiliar vocabulary and concepts **T • KC1**
- identifying layers of meaning (eg gist, Key Ideas, specific or supporting details in text) **In • T**
- making judgments in determining the relevance and irrelevance of detail, and distinguishing between fact and opinion in text **T • C • KC1**
- recognising the impact of style and tone, and of linguistic choice (eg subtlety, sarcasm, humour) in texts **T**
- processing and analysing information obtained to construct their own texts **T • C • KC1**
- analysing the place of written texts in social interaction and information management **T • KC1**
- valuing reading, and reading widely for pleasure and educational purposes, in different genres and media, including accessing information on further education and training options **F • T • C**
- selecting among texts to solve problems and explore perspectives, including viewing and interpreting a variety of visual and multimodal texts (eg computer games, films, Internet). **T • C • KC6**

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

As this Pathway begins at Year 8, there are no Outcomes at this Standard.
At Standard 3, towards the end of Year 6, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.

At Standard 4, towards the end of Year 8, the student:

4.3

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

Examples of evidence include that the student:

- identifies main ideas and supporting detail (e.g., explains causes and consequences of actions and events) **T • C • KC1 • KC2**
- uses linguistic and contextual clues, and prior knowledge, to decipher meaning **T • KC1**
- recognises discourse patterns in written texts **T • KC5**
- recognises relationships between new ideas and information and prior knowledge. **T**

At Standard 5, towards the end of Year 10, the student:

5.3

Recognises connections between ideas in texts in developing perspectives on contemporary issues. **T • C • KC1**

Examples of evidence include that the student:

- discerns views, intentions, values and relationships between individuals and groups in responding to ideas in texts **T • C • KC1 • KC2**
- analyses how intention and perspective is expressed through choice of words and stylistic devices **T • C • KC1**
- compares opinions or facts from different sources to provide reasons or evidence for a decision or perspective **T • C • KC1**
- distinguishes the historical and cultural context of text **T • C**
- discusses the impact of visual images in text (e.g., placement, portrayal of individuals/groups). **T • KC2**
Strand: communication—Pathway 2B

Key Idea

Writing

Students write their own texts to express personal reflections and experiment with ideas. They make connections with people and ideas, locally and globally, demonstrating respect for diversity. **Id • In • C • KC1 • KC2 • 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) **C • KC2**
- using appropriate conventions, register and tone for different purposes and audiences (eg messages and correspondence, descriptions, narratives and reports) **In • C**
- developing cohesion in constructing texts (eg developing a logical sequence of ideas by using appropriate paragraphing and clarity of expression, by combining or embedding ideas, by elaborating or adding details) **In • T • C**
- using rhetorical devices (eg cause and effect, comparison and contrast, amplification, illustration) **In • C**
- using processes for gathering ideas, and planning and organising information, for a writing task (eg note-taking, database searching, comparative charts, concept maps, summarising); and using appropriate formats to construct own texts **C • KC1 • KC3**
- proofreading for spelling, punctuation and grammar **T • C**
- expressing own ideas and thoughts, and exchanging personal information, in different written forms (eg messages and correspondence, descriptions, narratives, reports, personal profiles, chatroom conversations) **Id • In • KC2**
- writing to establish relationships and share ideas with other users of the language locally and globally. **In • C • KC2**
At Standard 3, towards the end of Year 6, the student:

As this Pathway begins at Year 8, there are no Outcomes at this Standard.

At Standard 4, towards the end of Year 8, the student:

4.4

Writes texts to convey personal and factual information and imaginative ideas. Id • In • C • KC2

Examples of evidence include that the student:
- structures texts as appropriate to the text type C
- orders information in a logical manner and uses cohesive devices to develop ideas C • KC3
- extends the message by qualifying, comparing or relating events in time C
- recognises or positions audience appropriately in presenting own ideas. Id • T • KC2

At Standard 5, towards the end of Year 10, the student:

5.4

Writes texts to convey personal ideas and opinions on contemporary issues. F • Id • In • C • KC2

Examples of evidence include that the student:
- organises information and ideas to convey a precise meaning C • KC3
- expresses and justifies a personal position when reflecting on the significance of an issue or event in past, present or future times C • KC2
- employs stylistic features (eg contrast to add emphasis) C
- qualifies information by providing reasons, justification, consequences or supporting evidence Id • C
- uses resources for positioning readers in multimodal texts (eg hypertext, headlines, lead paragraphs) In • C
- uses innovative language to explore personal and group identities in new ways. Id • In • C • KC6
Strand: understanding language—Pathway 2B

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.

In this Band students develop their understanding of how meaning is conveyed in the target language in a range of contexts, and learn to make comparisons and draw connections between languages. They develop their metalinguistic knowledge and overall literacy across languages as they learn to think critically about communicating.

Students collect and organise information about language in order to understand and develop specialised knowledge. They evaluate structures to actively construct knowledge of language, explore standpoints, and learn to recognise the consequences of their own linguistic choices on others.

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

**Key Idea**

Students use models to perceive, organise and represent systems in language, and compare how meaning is conveyed across languages. KC1 • KC2

They experiment with languages to explore diverse ways of communicating with others locally and globally. T • C • KC6

This includes such learning as:

- reflecting on language learning and use to extend knowledge of the language system, and applying language concepts and processes T • C
- making connections across languages (eg comparing word order/sentence construction, and spoken and written forms) T • C
- understanding explanations and discussing language features and how the language system works T • C • KC6
- recognising that acronyms and jargon represent convenient ways of communicating among groups with shared knowledge C • KC2
- abstracting aspects of form to establish patterns and rules that can be applied in new contexts, and understanding how form affects learning and meaning, and represents social change F • T • C • KC3 • KC6
- relating the functions of grammatical concepts (eg elaborate the message, organise ideas) to the overall system of the language T • C
- focusing on the purpose and features of text types and how these are used in interpreting texts, including the different functions of structures (eg requests, questions, instructions, statements, commands) T • C • KC2
- analysing how the message varies according to context and purpose; when and where formal, informal and polite registers apply T • KC1 • KC2
- identifying the place and use of variants (eg accent, dialect) T • C
- developing strategies for internalising new language and concepts, using graphics and models, deciphering words/structures from context In • KC6
- extending vocabulary into specialised topic areas Id • T • C
- storing and retrieving information to assist comprehension (eg using dictionaries, reference materials, glossaries, concept maps) T • C
- applying patterns deliberately when composing their own meaning (eg by connecting ideas and linking sentences in a paragraph) T • C • KC3
- perceiving that there is not a direct word for word equivalence across languages, and that understanding involves interpreting cultural meaning T • KC1
- conveying meaning in culturally specific ways (eg the use of idiom, colloquial expressions, figurative expressions) T • C • KC2
- reflecting on how personal identity influences the way language is used to describe the world and everyday life Id • T • C • KC2
- appreciating how language enables global interactions and sharing of knowledge. In

Developing understanding of language includes increasing learners’ conscious awareness of the specific structures and conventions of the target language as listed on page 210.
As this Pathway begins at Year 8, there are no Outcomes at this Standard.

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

4.5

Analyses and describes aspects of the system of the target language, and applies knowledge of the system in constructing own meanings.

Examples of evidence include that the student:

- consciously applies knowledge of form and function, including text structure, in communication
- sequences and elaborates on the message to convey detailed meanings
- analyses features used to influence reader perceptions
- relates understanding of form and meaning by making comparisons between languages through time.

At Standard 4, towards the end of Year 8, the student:

5.5

Reflects on the linguistic resource and how cultural meaning is conveyed through language.

Examples of evidence include that the student:

- analyses texts to explain structural, textual and cultural features of language
- applies the need to make appropriate linguistic choices in different contexts
- analyses how relationships between author and audience/user are developed (eg how mood, intention and emotion are expressed)
- recognises comparative knowledge of language to analyse forms of expression in different social contexts across languages.
Structures and conventions

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

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
- prepositions 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 (ie 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)
- quote structures to report someone’s actual words and direct speech (eg argue, agree, tell)
- report structures and indirect speech.
Strand: understanding culture—Pathway 2B

Through this strand students become aware of the place of cultural value systems in analysing the language, actions and viewpoint of others, in generating their own language, and in interacting with people from diverse cultures. In • C • KC1 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 linguistic choices in communication. In • C

In this Band students develop appreciation of cultural concepts and processes through investigation and analysis of texts, and through personal engagement with speakers of the language. In • C • KC1 They learn to recognise how cultures operate as dynamic systems of perceptions, practices and products that vary according to place and time. F • C They make comparisons and connections with their own cultural experience, thereby developing an understanding of how cultures and communities view their world. KC1 They learn to identify assumptions about the past, present and future in interpreting perspectives in texts and articulating possible future options. F • In • C They work with others to explore interconnections between language and cultural values in family, community and intercultural contexts, and demonstrate adaptability and initiative in using the language in diverse cultural contexts. In • C • KC6

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

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.

This includes such learning as:

- discerning, describing and applying patterns of cultural expressions in familiar settings (eg school, family, social and retail) In • KC1
- recognising aspects of cultural values, practices and human experience that are shared across cultures (eg a sense of community, faith and worship) Id • In
- recognising that identity and language use are associated with cultural concepts (eg community and nationhood, ethnicity, geographical and political identity), and recognising diversity across cultures (eg that a language and its dialects may be used by many cultural groups) Id • In • C
- identifying the origins and importance of distinctive values and beliefs that influence social interaction (verbal and non-verbal) Id • T • C
- exploring the history, influence and aspirations of the communities where the language is used within Australia and internationally F • Id • In • KC6
- reflecting on aspects of culture viewed through a range of digital and electronic technologies (eg television programs, video recordings, magazines, film, literature, art, World Wide Web) Id • C • KC1 • KC7
- perceiving the interdependence and value that cultures assign to, for example, food and agriculture; seasons and celebrations; faith and social hierarchies; and attitudes and beliefs related to work, study and leisure Id • In • C
- comparing and contrasting relationships and values across cultures, age groups and time (eg attitudes to age, gender, vocational opportunities) Id • C • KC1
- developing a personal perspective on patterns of life in diverse communities, by drawing on their own experiences Id • T
- viewing and thinking about culture and its implications, T developing a critical approach to understanding their own culture and cultural diversity, and making comparisons and connections among cultures. Id • In • C • KC1

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

As this Pathway begins at Year 8, there are no Outcomes at this Standard.
As this Pathway begins at Year 8, there are no Outcomes at this Standard.

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

4.6

Compares patterns of interaction and action across cultures, reflecting on how individual and group identity is expressed. Id • In • C • KC2

Examples of evidence include that the student:

- responds in culturally appropriate ways in formal and informal interactions In • C • KC2
- describes changing aspects of cultural meaning identified in text In • KC2
- identifies why particular products and practices are valued in cultures Id • C • KC1
- identifies relationships between culture, language and identity in texts Id • In • C • KC1
- establishes commonalities and differences in practices across cultures. C • Id • In

At Standard 4, towards the end of Year 8, the student:

5.6

Identifies how cultural perspectives are presented in texts, and compares values and perspectives over time. Id • In • C • KC1

Examples of evidence include that the student:

- analyses aspects of cultural meaning identified in text In • C • KC1
- analyses alternative perspectives on specific values and practices F • Id • In • C • KC1
- appraises bias or inequality in portrayals of individuals or groups Id • In • C • KC1
- compares their own perspectives with ideas in text Id • C • KC1
- reflects on the changing nature of cultural identity. Id • C • KC1

At Standard 5, towards the end of Year 10, the student:
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 technologies including information and communication technologies, 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 to envisage more just futures.

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 actively involved in shaping 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 alternative 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
participate independently and collaboratively through authentic experiences, discussion and
debate, planning and taking action towards a better future, and reflecting upon their
mathematical activity in a range of contexts.

When working mathematically children and students develop and use the following
mathematical processes:

- problem-solving, where learners:
  - build new mathematical knowledge through engaging with experiences, 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 imagination, 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 and using 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 ICTs, 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 a range of probable and preferred 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 and shape futures
- understand and use mathematical language in creative and critical ways—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.
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 **numeralcy** 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

Middle Years students’ experience with descriptive and predictive data enables them to explore, analyse and engage with social and environmental issues that are important to them and their communities. F • KC1 They use exploratory data analysis strategies to refine their ability to use representative samples, draw conclusions, make predictions/design futures and undertake individual and collective actions based on these. F • KC6 Students’ explorations begin with complex questions that concern relationships among populations or samples, and relationships between two variables within a population or sample, and often lead them to pose alternative or refined questions to further their explorations. Id • In • KC6 To achieve this students negotiate and broaden their repertoire of strategies to organise and represent data. KC1 They compare the impact of using the mean, median and mode to describe the middle of the data, and different ways of grouping the data to analyse its spread and bias. Students use scatterplots to explore and communicate possible relationships, and are introduced to box plots to compare characteristics, related sets of data or data that describes similar situations. They visualise how data might look in a preferred future. KC2 They use software, including spreadsheets and charting packages, to manipulate and present their data; and proportion through fractions, decimals and percentages to describe relative frequencies.

Students develop their understanding and appreciation of how data is represented and used by critically analysing the diverse variety of data presented in their local and the global environments. KC1 They access data from a variety of sources in discussing and debating with various audiences the vested interests and possible social and political values behind the data, as well as the accuracy of representation. KC2 They consider alternative and visionary conclusions that could be drawn.

Students in the Middle Years refine their understanding of chance and probability by analysing situations that present a range of possibilities and strategies. KC6 They use rational number and comparative language to analyse and communicate the range of possible outcomes and their probabilities. KC1 • KC2 As with their experiences with chance in the Primary Years, students collect, represent and interpret data to analyse chance situations. KC1 They use conclusions drawn from their analysis to inform their plans and actions, and are introduced to a range of strategies to model these situations. KC3 They make comparisons between the models and the data they collect, and use computer simulations to explore and manipulate the larger samples of random data. KC7

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

Key Idea

Students engage with data by formulating and answering questions, and collecting, organising and representing data in order to investigate and understand the world around them. In • T • C • KC2 • KC6

This includes such learning as:

- generating questions and devising appropriate representative samples to investigate and critically report on an area of their choice concerned with social or environmental issues Id • In • T • KC6
- using databases to understand and critique their own and others’ social constructs leading to advantage and disadvantage, and to present information and argument for particular audiences Id • KC1 • KC2
- conceptualising issues and communicating about representation and bias in data, and describing, from ethical perspectives, personal interpretations about possible political or social consequences Id • C • KC2
- exploring ways of collecting and organising data using fractions, decimals and percentages to represent proportional reasoning and analysis T • KC1
- designing appropriate surveys and justifying the size of sample populations in database collection T • C • KC3
- matching the capabilities of particular digital and electronic technologies to enhance visual displays and representations of data, including bar and line graphs, histograms, stem and leaf plots, scatter plots, box and whisker plots. C

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. T • C • KC1 • KC2

Examples of evidence include that the student:

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

**In • T • C • KC1 • KC6**

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’).
- chooses, in teams, whether to collect data from the population or a representative sample.
- analyses data in terms of bias and ethics.
- plans, records, sorts, appropriately organises and communicates related data.
- tabulates data in different ways on paper or by spreadsheet to communicate appropriately.
- represents data graphically (eg line and bar graphs, pie charts, Venn diagrams) on paper or electronically.

### At Standard 4, towards the end of Year 8, the student:

**4.1**

**Poses questions, appropriately designs a survey, collects data and classifies sequence, collapses, tabulates and represents the data with and without ICTs.**

**In • T • C • KC1 • KC2 • KC7**

Examples of evidence include that the student:

- identifies an issue comparing two groups with respect to the same variables.
- plans data collection by developing and trialling questions requiring Yes/No responses and simple multiple choice responses.
- collects the data by hand or by using a spreadsheet, and collapses it using class intervals if appropriate (eg investigates the time spent doing housework, and tabulates data).
- graphs, including stem and leaf plots and scatterplots if appropriate, the data set on paper or with a charting package, to clarify communicating information.

### At Standard 5, towards the end of Year 10, the student:

**5.1**

**Plans experiments and surveys; checks data for inconsistencies; and represents and reports on central tendency and spread of data.**

**T • C • KC2 • KC3**

Examples of evidence include that the student:

- plans and generates ways to collect frequency information consistently.
- distinguishes between a sample and the population, where the distinction is clear.
- organises, sorts and stores raw data and scans it for errors, and reports on reasons for inconsistencies.
- describes possible social consequences of the collection, interpretation and representation of data.
- uses technology for entering and manipulating data.
Strand: exploring, analysing and modelling data

**Key Idea**

Students use statistical methods to reduce, analyse and interpret data, while critically evaluating the cultural and social inclusivity of the samples used. In • T • KC1

This includes such learning as:

- interpreting and analysing information found in the media, and in multimedia and commercial promotions, using calculators and spreadsheet manipulation In • T • KC1
- determining and justifying central tendency measures (mean, median or mode), and indicating measures of spread (range, interquartile range including ‘middle 50%’) in order to represent and communicate data in ways that best suit their audience/purpose T • C • KC2
- scanning to see if any data points are outliers, and evaluating the effects of the inclusion or exclusion of outliers and how these might bias or affect conclusions drawn from data In • T • KC1 • KC6
- addressing issues related to sampling and design, and discussing and ascertaining whether samples enable inferences or conclusions to be drawn about the population in general In • T • C • KC2 • KC6
- developing, through simulations, an understanding of when differences in data indicate an actual difference in the population from which the data was collected and when the difference results from variation in samples. Students develop and communicate conclusions about characteristics in a population from a sample In • T • KC1 • KC2
- analysing data distribution with attention to ‘shape’ of the data, and its symmetry or skewness T • KC1
- appraising and using data to answer questions and through trial and error, understanding the limitations of the answers. Students recognise that sometimes the original questions, and personal understandings, limit the responses to, or conclusions drawn from, data, and that new questions could produce different results Id • T • KC1 • KC6
- making conjectures beyond the data set that could support positive change. T • 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 F • T
- discusses the similarities and differences between conclusions drawn from similar sets of data T • C • 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 (e.g., asks: ‘is the sample appropriate, is the data accurate, is the sample biased?’)
- In • T • KC1 • KC6
- draws conclusions from similar sets of data based on the ranges and ‘centrality’ of the data sets
- makes predictions and generalisations for a larger population, and discusses the appropriateness of making general predictions based upon the conclusions they have drawn
- makes predictions and generalisations for a larger population, and discusses the appropriateness of making general predictions based upon the conclusions they have drawn
- In • 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

At Standard 4, towards the end of Year 8, the student:

4.2

Reads and describes information in given tables, diagrams, line and bar graphs. Makes predictions based on the information, understanding the limitations of data interpretation and the possible social consequences of these limitations.

In • T • KC2 • KC6

Examples of evidence include that the student:

- shows the distribution of the data with stem and leaf plots, or uses simple scatter plots to represent and explain linked data
- identifies and communicates relationships and trends within information presented in graphs, tables and diagrams, adjusting presentation for particular purposes
- In • KC1 • KC2
- presents results of their surveys; describes initial questions, data collection processes and conclusions; and comments on how they might be improved
- In • KC2
- checks the accuracy of the data before interpreting it
- In • KC1
- takes means of data collection and representation into account when analysing and representing it for specific audiences.
- In • T • C • KC1 • KC2

At Standard 5, towards the end of Year 10, the student:

5.2

Displays and summarises data to show location and spread, while interpreting and critiquing collected and published data from a variety of sources and perspectives (describing distributions, and making comparisons, inferences and predictions where appropriate).

F • T • C • KC1

Examples of evidence include that the student:

- creates a multimedia product that displays, summarises, analyses and reports on data plots to make reasonable predictions and inferences
- T • C • KC1 • KC2
- analyses the centre and spread of results, and describes symmetry and skewness, and differences in variability when comparing sets of data. They reflect on the social factors behind the results
- T • C • KC1 • KC2
- represents and recognises trends in bivariate data in scatter plots and, where appropriate, sketches lines of good fit, reporting on the implications
- T • C • KC1 • KC2
- researches and interprets data in an area of interest, examining a variety of samples and scenarios to compare, interpret and summarise similarities and differences. They appraise possible consequences of the use of the data
- F • T • C • KC1
- reports conclusions from scatter plots.
- T • C • KC2
Strand: exploring, analysing and modelling data

Key Idea

Students engage with data to understand, analyse and apply notions of chance and probability in the social and natural worlds. F • In • T • KC1

This includes such learning as:

- making judgments about chance events, and being able to connect those judgments to proportions which concern probability F • T • KC1
- computing and explaining simple probabilities using appropriate methods (eg lists, tree diagrams, sample space diagrams) C • KC2
- using understanding of ratio and proportion to calculate theoretical and experimental probabilities of certain events occurring, and presenting predictions in various contexts T • KC2 • KC6
- connecting data collection and probability, and making probability statements as part of their descriptions of the data (eg ‘it is more likely that a male will die from a heart attack than a female’) F • KC6
- developing their ability to conceptualise and apply notions of equally likely, fairness and randomness In • T
- critically analysing and using data in ways that may influence school community decisions, and using that data to propose more equitable social programs and policies In • T • KC1
- canvassing and exploring a range of future possibilities, preferred and probable, based on chance and probability data, and on consideration of the social consequences of the ‘story’ produced by that data. F • In • KC6

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 T • C • KC1
- uses whole numbers and fractions to describe the likelihood of outcomes, and orders them from least likely to most likely F • T
- 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 F • T • 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 T • C • KC2
- evaluates and communicates the fairness of particular events In • T • KC2
- manipulates an event to bias possible outcomes, and collects data to show this. In • KC1 • KC6

At Standard 4, towards the end of Year 8, the student:

4.3

Interprets data and makes numerical statements about probability, models situations, using data to validate their theories about the fairness of everyday situations including hypothetical situations. F • In • T • KC1

Examples of evidence include that the student:

- assigns probabilities in given situations F
- designs an interactive game, or describes a process where events are equally likely, thus demonstrating understanding of what it means for a game or process to be fair In • T • KC3 • KC6
- uses the results of repeated trials to discuss and predict the results of further repetitions F • KC6
- distinguishes between dependent and independent events, constructing sample spaces for possible outcomes F • T
- uses a random number generator to simulate simple experiments. T

At Standard 5, towards the end of Year 10, the student:

5.3

Calculates probabilities in a variety of situations involving chance, including situations involving compound events. F • In • T • KC6

Examples of evidence include that the student:

- uses experimental results, simulations, data published online or offline, or information to calculate probabilities T • C
- analyses and experiments with proportions from experimental data T • C • KC1 • KC6
- assigns probabilities to events T
- researches probabilities involving compound events F • T • KC6
- uses data to understand, critique and report on social constructs, and to model alternative scenarios. F • Id • In • KC2
Strand: measurement

In the Middle Years students use measurement in their daily lives to explore questions related to their personal, family and wider community activities. Measurement provides them with opportunities to make connections with their physical and social environments; to connect their past with the present and make predictions about the preferred futures; and connect with other aspects of mathematics such as shape, structure, number and algebra. Measurement also provides students with a context to explore mathematics from a variety of cultural and social perspectives. They may explore measurement from a ‘historical’ and sociocultural viewpoint and, more importantly, explore and compare how diverse cultures measure, what they choose to measure and why they measure. KC1

Students continue to refine their concepts of measurable attributes and units of comparison, and use the metric system fluently when making estimates and measurements. They plan, choose and use appropriate units and scales to measure to a desired precision. KC3. The metric system assists students to make links with a variety of different notations to represent decimals, including scientific notation to express large quantities. They make, record and communicate direct measurements with a variety of measuring instruments in the Middle Years. KC2. Students refine their understanding of indirect measurement strategies by postulating, generating and using formulae for relationships between measurable attributes of distance, area, volume and time in order to calculate quantities. KC6. In this way measurement is closely linked with shape and structure, particularly as students explore composing and decomposing 2-D and 3-D shapes to find lengths, areas and volumes of various complex shapes found in the world around them. KC6

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

Key Idea

Students understand attributes, units and systems of measurement. They research and report on how measurement is used in the home, community and paid workforce, and recognise transferability between these and other contexts.  In • T • C • KC1 • KC2 • KC6

This includes such learning as:

- quantifying the measurable attributes of figures and objects either directly (by counting) or indirectly (through the use of formulae) T
- exploring, comparing and reporting on the characteristics of past and present measuring systems and those used by cultures and particular social groups represented in their community. Students consider future possibilities F • In • KC1 • KC2
- measuring attributes of distance (linear measurement), surface (area), contained space (capacity), occupied space (volume), matter (mass) and rotation or direction (angle) with confidence T
- measuring time and understanding rates (e.g., speed, acceleration, density) as quantifying change over time. Students solve problems involving money and rate of interest In • T • KC6
- solving problems by using the perimeter and area of 2-D figures and the surface area and volume of 3-D solids In • T • KC6
- refining and extending their experiences in, and communication of, measuring via problems drawn from the immediate physical or social worlds, or paid/unpaid work, including domestic, using a variety of measuring instruments and interactive drawing and dynamic geometry software T • C • KC2
- taking purpose and practicality into account when selecting strategies, attributes, units and measuring instruments. KC6

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 Id • C • 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 (e.g. m³, cm³ to measure capacity; mL, L to measure volume; degrees to measure angles) T
- measures for a variety of purposes (e.g. 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. F • In • KC2

At Standard 4, towards the end of Year 8, the student:

4.4

Selects appropriate measurement units and scale to conduct collaborative research into issues associated with the social or physical world.

In • T • C • KC1 • KC4

Examples of evidence include that the student:

- uses a variety of (electronic) tools and units to measure in 2-D and 3-D situations T
- chooses appropriate instruments and technologies and explains their choice in measurement situations (e.g. a trundle wheel is more accurate than a metre rule for measuring around a river bank) In • T • KC1 • KC2 • KC7
- describes how the choice of unit depends on the fineness of the comparisons to be made (i.e. the need for accuracy), rather than simply the size of the object to be measured (e.g. a bridge may be measured in metres to estimate paint needed, but in millimetres for engineering work) C • KC2
- uses reasonable strategies to accurately measure attributes, and chooses the best means of representing measurements indirectly T • KC6
- gives reasonable estimates of length, area or volume of an original from a scaled map, model, plan or photograph. F • T

At Standard 5, towards the end of Year 10, the student:

5.4

 Appropriately selects, uses and communicates attributes, units and systems of measurement.

In • T • C • KC1 • KC2

Examples of evidence include that the student:

- integrates measurement information in situations by selecting appropriate units and collecting the required measurements to planned levels of accuracy In • T • KC1 • KC3
- evaluates and reports on the error range intrinsic in the choice of unit C • KC1 • KC2
- explains the compounding effect of errors in calculations involving measurement T • C • KC2
- identifies and reports on the variables to be measured, directly or indirectly, to complete a practical task In • T • KC2
- poses questions in order to develop procedures for converting between square or cubic units of one magnitude to another. T • KC6
**Strand:** measurement

**Key Idea**

Students recognise and develop and report on connections between mathematical ideas and representations. They employ logical strategies to solve problems in measurement situations, and reflect on the reasonableness of their answers. \( T \cdot KC1 \cdot KC2 \cdot KC6 \)

This includes such learning as:

- analysing and generalising relationships between measurable attributes (e.g., relationships between distances and volume with time), using comparative language, sketches, diagrams, tables, and a variety of graphs to record and communicate measurements of figures and objects \( C \cdot KC1 \cdot KC2 \)
- using ratios, rates, and proportions to solve problems \( T \cdot KC6 \)
- matching measurable attributes to their appropriate units in one, two, and three dimensions \( T \)
- using knowledge of ratios to create accurate drawings and models that explain concepts, including consideration of the social consequences of this work \( In \cdot C \cdot KC2 \)
- developing understandings about rates through calculating speeds and rates of flow from distance, volume and time measurements \( T \)
- focusing more strongly on indirect measurement through the use of appropriate formulae developed through team work and discussion, and generalising from their earlier experiences (e.g., \( P = 2(l + w) \), \( A = l \times w \) for a rectangle; \( C = 2\pi r \), \( A = \pi r^2 \) for a circle; \( V = \pi r^2h \) for a cylinder) \( KC2 \cdot KC4 \)
- representing and reporting on relationships between measurable attributes of 2-D figures and 3-D solids in a variety of ways. These include written and verbal statements, sketches and diagrams, constructed physical models, graphs, and algebraic statements or formulae \( C \cdot KC2 \)
- communicating and representing measurements they make using the symbols and terminology of the metric system. This includes using proportions (e.g., fractions, decimals, percentages and ratios), drawings produced by hand and with interactive drawing software, constructions and scale models. Students interpret and use representations presented by others. \( C \cdot KC2 \)

---

**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. \( T \cdot C \cdot KC2 \)

Examples of evidence include that the student:

- measures, selecting appropriate technology to combine and compare two lengths, weights or capacities \( T \cdot KC7 \)
- measures and records lengths and capacities to the nearest tenth \( T \cdot C \cdot KC2 \)
- identifies appropriate strategies to address measurement problems \( KC6 \)
- uses databases and a variety of graphs (e.g., 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 \( T \) ● \( KC3 \)
- recognises relationships between measurable attributes of figures and objects, and communicates these relationships in both everyday and mathematical language \( In \) ● \( C \) ● \( KC2 \)
- 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 \( T \) ● \( KC1 \)
- 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. \( T \) ● \( KC7 \)

At Standard 4, towards the end of Year 8, the student:

4.5

Applies a variety of techniques and tools, and uses a range of measurement formulae to solve problems. \( T \) ● \( KC6 \)

Examples of evidence include that the student:

- identifies appropriate units, and uses relationships between measurable attributes to calculate quantities \( In \) ● \( T \)
- uses symbolic algebra to describe relationships and calculate quantities \( C \) ● \( KC2 \)
- selects and uses suitable formulae and measurements to calculate the areas of rectangles, triangles, parallelograms, trapezia and circles; and the surface area and volumes of rectangular prisms \( T \) ● \( KC1 \)
- calculates elapsed time, allowing for time zones and daylight saving \( T \)
- estimates length, area and volume from a model or picture, given the scale factor. \( T \)

At Standard 5, towards the end of Year 10, the student:

5.5

Applies a variety of techniques and tools, and manipulates formulae to solve and report on everyday and community problems. \( In \) ● \( T \) ● \( C \) ● \( KC2 \) ● \( KC6 \)

Examples of evidence include that the student:

- uses and manipulates relationships between measurable attributes to solve a range of everyday and community-based problems involving both direct and indirect measurements \( In \) ● \( T \) ● \( KC6 \)
- uses dynamic geometry software to explore relationships in right-angled triangles \( C \)
- recognises patterns, and uses methods for finding perimeters, areas and volumes of composite shapes \( T \) ● \( KC1 \)
- applies Pythagoras’ theorem to find lengths of sides of right-angled triangles \( T \)
- demonstrates the skills and capacities required to research and analyse where and when data presents a social or political bias \( In \) ● \( T \) ● \( KC1 \)
**Strand: number**

Middle Years students broaden and refine their understanding of number and its use in comparing, manipulating and communicating quantities. They deepen their understanding of fractions, decimals, percentages and integers. Students explore multiplicative comparisons to develop their concepts of ratios, rates and percentages; and work flexibly between different visual, physical and symbolic representations of rational numbers. KC6 They are encouraged to choose and use appropriate representations of rational numbers in their daily activity when working with probabilities, money, measurements and data. KC1 • KC2

Students continue, individually and in teams, to work with and use whole numbers, and develop their sense of magnitude to include very large and very small numbers. KC4 They collect, organise, analyse and represent them using the place value structure of base 10 and scientific notation. KC1 Students often encounter very large numbers in their activities in other Learning Areas and through text, visual and interactive media, and can transfer their knowledge and skills in analysing this data. They also work with whole number in their exploration of number theory, where they explore the structure and relationships between numbers through divisibility, factors and multiples. Students refine their concept of integers in the Middle Years to include positive and negative integers, and use them to indicate relative changes or values when working with equations and algebraic expressions.

Students continue to refine their understanding of the four number operations as they use them with fractions, decimals, percentages and integers. They examine the validity and utility of the properties of these operations, such as the commutative and associative properties of addition and multiplication. KC1

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

**Key Idea**

Students recognise relationships within different number concepts in order to make sense of, and represent numerically, a range of community activities and social processes encountered in their lives. In • T • KC1

This includes such learning as:
- exploring and analysing how integers, rational numbers and irrational numbers are represented and communicated, and choosing appropriate representation(s) T • C • KC1
- using the base 10 structure, place value notation, fractions, ratios and percentages, number lines, geometric constructions, physical and visual models, scientific notation, mathematical terminology, symbols and graphs, and critically analysing uses in social practice In • T • KC1
- adding, subtracting, multiplying and dividing positive and negative integers with pencil/paper, mental strategies or with a calculator, and discussing social uses (e.g., budgeting, shopping and global economies) Id • T • C
- extending their number concept to include rational numbers, both positive and negative, and representing these numbers on the number line T • C
- raising a number to a power and the inverse (taking the appropriate root of a number) and understanding irrational numbers such as $\sqrt{2}$ or $\pi$
- appreciating and recording the various ways number is used across cultures and groups, including consideration of the ways number systems can be used to represent or marginalise the interests of different groups/individuals. Id • In • T • KC2 • KC6

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

2.6

Represents and compares rational numbers in a variety of ways, describing relationships among them. In • T • KC2

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 • KC2
- uses physical and visual models such as arrays to represent and generalise patterns within and between numbers (e.g., place value, factors; square, triangular, prime and composite numbers). In
3.6

Represents and analyses relationships amongst number concepts and uses these to make sense of, and represent the world. \( \text{In} \ • \ T \ • \ KC1 \ • \ KC2 \)

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 \( T \ • \ KC1 \)
- uses divisibility, arrays and multiplication facts to explore, analyse and classify patterns and relationships within whole numbers \( \text{In} \ • \ KC1 \)
- 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). \( \text{Id} \ • \ \text{In} \ • \ KC1 \)

4.6

Represents and analyses relationships amongst integers and rational numbers and commonly encountered irrational numbers. \( \text{In} \ • \ T \ • \ KC1 \)

Examples of evidence include that the student:

- describes very large whole numbers in words and symbols, and identifies the various forms of notation that appear on scientific calculators \( C \ • \ KC2 \)
- converts between equivalent forms of fractions, decimals and percentages. They recognise the advantages of using one form or another in problem-solving situations, and identify relationships between them \( \text{In} \ • \ T \ • \ KC6 \)
- identifies and analyses number theory concepts (eg the commutative law) by working with integers \( T \ • \ KC1 \)
- explains the effect of multiplying and dividing by fractional and decimal numbers less than 1 (eg given 112 on a calculator and being challenged to find a multiplier to give an answer of 100, select a number less than but close to 1). \( T \ • \ C \ • \ KC2 \)

5.6

Uses numbers, relationships among numbers and number systems and represents and discusses these understandings with others. \( \text{In} \ • \ T \ • \ C \ • \ KC2 \)

Examples of evidence include that the student:

- uses the properties of numbers and relationships between numbers, and identifies other ways of working with patterns and number relationships, including algebraically. They use number applications to represent and solve complex social issues \( \text{Id} \ • \ \text{In} \ • \ T \ • \ KC6 \)
- generalises and explains that there are many more irrational numbers than \( \sqrt{2} \) and \( \pi \) \( T \ • \ C \ • \ KC3 \)
- uses software to investigate simple quadratic equations on relationships \( C \)
- represents positive and negative integers and positive and negative rational numbers on a number line; approximately locating common irrational numbers on the number line (eg \( \sqrt{2} \) and \( \pi \)). \( T \)
Strand: number

Key Idea

Students understand the meaning of operations and how they relate to each other, and can communicate these through a range of media, including information and communication technologies.

This includes such learning as:

- extending their understanding of operations to include fractions, decimals, percentages, integers and non-negative whole number exponents, and how they are used, represented and communicated in diverse social contexts, including advertising

- determining the nth terms of number sequences where possible, and developing strategies and rules to generate a term from the preceding term (eg triangular numbers (1, 3, 6, 10, 15, ...), square numbers (1, 4, 9, 16, ...), powers of two (1, 2, 4, 8, 16, ...) and Fibonacci numbers (1, 1, 2, 3, 5, 8, 13, ...))

- operating with rational numbers to solve problems best solved by the use of these numbers

- extending the properties of natural numbers to integers, including the operations of addition, subtraction, multiplication and division, and relationships between them. Students revise previous ideas that worked for whole numbers

- analysing and representing power operations (eg square and cubic numbers, place values within base 10) as patterns; and using physical models, visual models and calculators

- analysing the inverse relationships between addition and subtraction, multiplication and division, and squaring and square roots. Students use these relationships when working with quantities, money, measurements and data in authentic settings

- using the closure, commutative and associative properties on integers and other rational numbers; and the conventions of the order of operations when working with quantities, money, measurements and data

- operating with quadratic surds (eg \(\sqrt{3}\)), locating them on the number line, and adding, subtracting, multiplying and dividing them.

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

2.7

Describes, represents and applies operations with whole numbers.

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 mathematical language to describe and represent how they deconstructed and recombed numbers when estimating and undertaking mental computations

- uses materials and a four-function calculator to show the change of place value when multiplying by 10, ie 10 groups of, and multiplying by 100, ie 100 groups of.
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 (eg a number line) to find how to operate on positive and negative integers (eg 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 (eg 32 x 6 is equivalent to (30 x 6) + (2 x 6)).

**At Standard 4, towards the end of Year 8, the student:**

4.7

Communicates understanding of the meaning of operations with integers and rational numbers, and how they relate to each other.

**In • T • C • KC2**

Examples of evidence include that the student:
- performs operations of addition and subtraction, multiplication and division, with integers and rational numbers; and squaring and square rooting with positive integers. Using scientific calculators, they explain how the operations relate to each other
- 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 (eg a number line) to find how to operate on positive and negative integers (eg 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 (eg 32 x 6 is equivalent to (30 x 6) + (2 x 6)).

**At Standard 5, towards the end of Year 10, the student:**

5.7

Demonstrates and justifies understanding of the meaning of operations with numbers, and how they relate to each other in modelling growth and change.

**F • In • T • C • KC2**

Examples of evidence include that the student:
- performs operations of addition and subtraction, multiplication and division, and squaring and square rooting with positive and negative rational numbers and surds (eg converts rates)
- solves problems involving the rearrangement of formulae in modelling growth and change
- investigates and analyses the effects of division of a number by values approaching zero (using digital and electronic technologies), leading to a discussion about division by zero (undefined values and asymptotes)
- identifies and uses the relationship between a fraction and its reciprocal.
**Strand:** number

**Key Idea**

Students use computational tools and strategies, and understand and represent the thinking processes employed in solving problems involving proportions. \( \text{T \& KC6} \)

This includes such learning as:

- understanding the concept of raising a number to a power and taking the \( n \)th root of a number, especially squaring and taking the square root. Students analyse and explore the properties of these operations (e.g., are they commutative, associative?). \( \text{T \& KC1} \)
- recognising, transferring and using these number sequences in other contexts (e.g., triangular numbers are connected to the sequence generated when we choose pairs from a given number of distinct objects; square numbers occur in calculating areas of squares; powers of two are important as a representation of numbers in computers; and Fibonacci numbers occur in nature as part of the field of phyllotaxis). \( \text{T} \)
- estimating and calculating, using rational number, when searching for patterns; exploring relationships; making predictions; planning or analysing decisions; and when managing money, materials and resources. \( \text{In \& T \& KC1 \& KC3 \& KC6} \)
- exploring and analysing patterns and relationships between numbers to make estimates and calculate, including interval counting; using spreadsheets; rounding; using addition, subtraction, multiplication and division facts; scaling; using equivalent fractions; and breaking up and recombining numbers (e.g., using the distributive property and inverse relationships). \( \text{F \& In \& T \& KC1} \)
- analysing and exploring a variety of computational strategies with rational number (e.g., estimating, mental calculations, pencil and paper algorithms, and using a calculator), and choosing the most appropriate strategy for the problem in hand. \( \text{T \& KC1 \& KC6} \)
- representing and communicating their calculations with rational number in a variety of ways for various purposes, contexts and audiences, including consumable and structured materials; drawings and sketches; dynamic geometry software; number lines and graphs; oral presentation, and written material. Students use mathematical terms, conventions and symbols; and spreadsheets to demonstrate the impact of different graphic representations of numbers. \( \text{C \& KC2} \)

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

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. \( \text{Id \& In \& T} \)

Examples of evidence include that the student:

- uses a four-function calculator to add, subtract, multiply and divide whole numbers. \( \text{T \& C \& KC7} \)
- uses a variety of counting strategies (e.g., counting by consistent groups, rounding, counting back) using data from everyday life. \( \text{C} \)
- uses the commutative and associative properties when adding and multiplying numbers. \( \text{In \& T} \)
- uses relationships between numbers, such as place value, factors and multiples, when undertaking mental computation and problem-solving. \( \text{T \& KC6} \)
- recalls and uses basic multiplication and division number facts fluently in calculations in everyday life. \( \text{Id \& T} \)
At Standard 3, towards the end of Year 6, 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. **In • T**

At Standard 4, towards the end of Year 8, the student:

**4.8**

Applies appropriate computational tools and strategies to proportional situations involving integers, and rational numbers. **T • KC6 • KC7**

Examples of evidence include that the student:
- recognises that there are sometimes several appropriate mathematical ways of working on a situation. They select mental computation, paper and pencil strategies, estimation and calculator uses to solve problems **T • KC6 • KC7**
- effectively uses a calculator when working with positive and negative numbers (eg use of +/- key versus use of – key) **C • KC7**
- compares and analyses algorithms for computing with fractions, decimals, percentages and integers. They use understood written methods to perform calculations (eg add, subtract, multiply and divide common fractions) **T • KC1**
- demonstrates balance and connection between conceptual understanding and procedural computations, accessing basic number facts readily and successfully solving problems from a variety of contexts **In • T • KC6**
- uses a spreadsheet to continue number patterns generated by physical models (eg to continuously halve, double or triple a quantity). **C**

At Standard 5, towards the end of Year 10, the student:

**5.8**

Uses computational tools and strategies fluently and can estimate appropriately. **T • C**

Examples of evidence include that the student:
- chooses and justifies appropriate tools from amongst mental computation, paper and pencil strategies, estimation or calculator use after considering the particular context, question and numbers involved in a situation **T • C • KC8**
- uses the memory or bracket facilities of a calculator to assist in evaluating multiperational/multifunctional expressions which incorporate or involve a range of operations **T • C**
- identifies that truncating or rounding calculator displays can affect final answers, and uses strategies to achieve the required accuracy in such final answers **C**
- solves problems associated with personal finances (eg discount, profit, simple and compound interest), and those of different social groups/organisations. **Id • T • KC8**
Strand: pattern and algebraic reasoning

Students come to the Middle Years understanding that many of the patterns from their daily lives involve natural phenomena, while others are socially and culturally constructed. They appreciate that representing and generalising patterns and relationships enables them to make predictions and plans, and to analyse cause and effect relationships in their physical and social environments. KC1  •  KC3  •  KC6 Students learn that algebra is both a style of mathematical thinking for formalising patterns, functions and generalisations, and a set of concepts and competencies tied to representing quantitative relationships. Students’ ability to recognise, represent, generalise and use pattern is crucial to their mathematical development, and lays a significant foundation for how they continually use mathematics to interact with and make sense of their world. KC1 Their experience with pattern often incorporates mathematical concepts from the other four strands, and underpins their broader understanding of number, shape, chance and measurement, and their ability to reason algebraically.

Students use algebraic symbols to represent patterns and functions with increased confidence as they move through the Middle Years. They transfer symbolic expressions that contain variables to verbal, tabular and graphical representations of patterns and relationships drawn from number, data and measurements. Students connect their experiences with linear functions to their developing understanding of proportion, and distinguish linear relationships from non-linear ones. They develop their facility with using patterns and functions to represent, model and analyse a variety of phenomena and relationships in their mathematical explorations and from the world around them. KC1 Software such as spreadsheets and graphing packages enable students to produce, compare, analyse and communicate graphical representations of linear and non-linear functions that model change. KC2

Following are the Key Ideas that comprise the pattern and algebraic reasoning strand.
**Strand: pattern and algebraic reasoning**

**Key Idea**

Students demonstrate, record and report on logical and critical thought processes by searching for and abstracting generational algebraic representations from patterns drawn from current social situations.

**In • T • KC2**

This includes such learning as:

- manipulating and communicating different representations of the same situation, and understanding that each representation expresses the same relationship between the variables (eg given a table, make a graph (selecting appropriate technology) or write an equation to express the same relationship) **T • C • KC2**
- conceptualising ‘variable’ by identifying, describing and representing units of repetitions, and their embedded attributes, including cultural and social attributes **In • T • KC1 • KC2**
- searching for, representing, generalising and analysing patterns and relationships to plan, build and design. Students use these processes when managing money, time and resources; when exploring possibilities, making socially just predictions, or making and testing conjectures; when investigating global, natural and social trends; and to investigate natural phenomena **F • T • KC1 • KC3 • KC6**
- employing patterns and relationships to suggest what came before, predict what follows and, where appropriate, suggest what comes between **F • T • KC6**
- appreciating that graphical and algebraic representations of patterns and relationships enable them to be more easily compared, analysed and manipulated. **T • KC1**

**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 • Id • C • 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 the 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 • In • KC6
- explores the relationship between linear dimensions of a 2-D/3-D shape and its area/volume, T • KC1

At Standard 4, towards the end of Year 8, the student:

4.9

Analyses, creates and generalises numeric and visual patterns to solve problems in a range of applications. F • T • KC1 • KC6

Examples of evidence include that the student:
- creates and represents patterns according to a range of specific rules F • T • KC2 • KC6
- follows and verifies symbolic algebraic rules to generate input/output pairs and draw graphs T
- relates slope to the rate at which one quantity varies with another (eg using spreadsheets to develop distance/time graphs for jogging at different steady paces) T
- sketches graphs that approximate relationships to explain familiar situations (eg ‘qualitative’ graphs of mood swings during a netball or football grand final from different points of view). In • T • C • KC2

At Standard 5, towards the end of Year 10, the student:

5.9

Recognises equivalent forms of an expression, equation, function or relation; and recognises range of families of function, analyses parameter changes, and describes local and global behaviour of such functions. In • T • C • KC1 • KC2

Examples of evidence include that the student:
- Conceptualises the straight line family \( f(x) = mx + c \), and uses pencil and paper strategies or digital and electronic technologies to report on how the graph changes with varying values of \( m \) and of \( c \) T • C • KC2
- plots data collected from experiments, and recognises that a relationship is exactly, or almost, linear, quadratic or reciprocal In • C
- Identifies the family of parabolas \( f(x) = ax^2 + c \) and describes to others how changes in \( a \) and \( c \) affect the graph. C
Strand: pattern and algebraic reasoning

Key Idea

Students use mathematical models to make connections and analyse how things might change in both real and abstract contexts. They extract information from tables of data and graphs, making comparisons between varying rates of change, and predicting future events. F • T • KC1 • KC6

This includes such learning as:

- exploring (using tables, graphs and algebraic expressions) the rates of change of functions other than linear (e.g., the relationship between the side of a square and its area provides an example of a quadratic function, while an exponential function is generated by the following situation: ‘Imagine placing one grain of rice on the first square of a chessboard, two grains on the second square, four grains on the third and so on: how many grains are placed on the xth square?’) T • KC1
- predicting and generalising through modelling, and creatively solving contextualised problems F • T • KC6
- analysing and representing patterns of change in order to explore what changes and how it changes, using photographs, videos, animation, multimedia presentations, databases, algebraic expression, and graphs on a cartesian plane T • KC1 • KC2
- interpreting, comparing and analysing representations of patterns of change; describing and exploring change situations; making and testing conjectures; planning individual, team and collective actions; and making predictions F • T • C • KC1 • KC3 • KC4 • KC6
- exploring the interplay between tables of data, graphs and algebraic expressions as communicable models of relations and functions T • KC1 • KC2
- exploring and using key characteristics of graphical representations (including shape, slope and intercepts) to interpret relationships between variables in change situations. Students identify what impacts on change, what changes, how it changes, and rates of change, and whether there are other variables that could be introduced. F • T • KC1
- 

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 (e.g., odd and even numbers, square numbers) C • KC2
- represents ‘families’ of numbers with materials and symbols (e.g., numbers divisible by 3) T
- generates, and represents with drawings and symbols, factors of a given number (e.g., draw a factor tree to find the factors of 72) T • C • KC2
- uses everyday language, materials and drawing software to show what ‘undoes’ a flip, a slide and a rotation. C • KC2
3.10

Analyses, creates and generalises numerical and spatial patterns and solves problems with such patterns.
\[ T \cdot C \cdot KC6 \]

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 \[ T \cdot KC7 \]
- uses materials, diagrams, symbols and interactive drawing software to show that different combinations of ‘flips’, ‘slides’ and rotations can produce the same result \[ T \cdot KC7 \]
- 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 \((4, 1), (8, 4), (12, 9), (16, 16), (20, 25), \ldots\)).
\[ F \cdot T \cdot KC1 \cdot KC2 \cdot KC6 \]

4.10

Uses symbolic algebra to represent situations and manipulate the symbolic representations to solve problems involving linear equations and inequations; gives simple algebraic proofs.
\[ T \cdot C \cdot KC6 \]

Examples of evidence include that the student:
- solves linear equations with constraints representing the solution in a variety of ways (eg backtracks to solve \( 5n + 3 < 33 \), and uses ICTs to verify the graphing of the result)
\[ T \cdot KC6 \cdot KC7 \]
- represents linear relationships with tables, graphs, verbal rules and symbolic algebra \[ C \cdot KC2 \]
- identifies patterns in a sequence and symbolically represents a rule for generating each element of the sequence from the previous one (eg for \( 1, 3, 6, 10, 15, \ldots \) the \( n \)th term is the \((n - 1)^{th} \) term plus \( n \), ie \( t_n = t_{n-1} + n \))
\[ F \cdot T \cdot KC3 \cdot KC6 \]
- represents linear algebraic identities graphically in all four quadrants
\[ C \cdot KC2 \]
- generates and represents prime factors of a given number.
\[ T \cdot C \]

5.10

Represents advanced functions with symbolic algebra, sketches, graphs and tables; solves problems by manipulating equations involving advanced functions.
\[ T \cdot C \cdot KC6 \]

Examples of evidence include that the student:
- ‘completes the square’ for simple quadratics to change the form of an expression to suit the purpose at hand. They explain the effect of the process and use ICTs or hand-drawn methods to graphically verify the result
\[ T \cdot C \cdot KC2 \cdot KC7 \]
- uses logic to solve algebraic problems. They write any two odd numbers as \( 2n + 1 \) and \( 2n + 1 \) where \( n \) and \( k \) are any whole numbers, and show that the product of the two numbers is always odd
\[ T \cdot KC6 \]
- sets up and solves pairs of linear simultaneous equations using ‘guess, check and improve’ methods and graphing and algebraic methods
\[ T \cdot C \cdot KC6 \]
- factorises simple quadratics including the identities \( a^2 - b^2 = (a - b)(a + b) \) and \( (a \pm b)^2 = a^2 \pm 2ab + b^2 \).
Strand: pattern and algebraic reasoning

**Key Idea**

Students analyse mathematical structures and use algebraic formulae to represent situations. They further develop the capacity to express themselves, and to solve problems involving linear relationships. **T • C • KC1 • KC6**

This includes such learning as:

- using algebra as a valuable strategy for modelling when creating equations or graphs to represent social and economic problems or situations in local and global contexts **In • T • C • KC6**
- employing algebraic symbols and conventions to represent what varies (variables) and what remains the same (constants) in a relationship. Students express generality when interpreting data, working with number, and measuring and analysing shape and structure **T • C • KC1**
- discerning and exploring the interplay between tables of data, line graphs and algebraic expression in order to represent the complexity of relationships **In • T • KC1**
- analysing commutative, associative and distributive properties to generate and analyse equivalent algebraic expressions that represent the same pattern and relationship. **F • T • KC1**

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

2.11 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 **In • T • C • KC4**
- collects and organises data to describe change over time within everyday and immediate situations, and represents the change as a sketch graph (eg 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 **F • T • KC2**
- uses materials and diagrams, or electronic presentations, to represent the impact of changing one aspect of a relationship (eg 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:

3.11

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 (eg 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 (eg 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

At Standard 4, towards the end of Year 8, the student:

4.11

Models contextualised situation, making connections and analysing change. In • T

Examples of evidence include that the student:
- plans an investigation and finds the relationship between interior angles and diagonals of n-sided polygons T • KC3
- compares alternative graphs of the same easily understood situation by using software packages, and selects the one that best represents the situation, giving reasons T • C • KC1 • KC2 • KC6
- identifies the relationship between the coefficient of x in a linear function and the slope of its graph using graphic software. T • C • KC7

At Standard 5, towards the end of Year 10, the student:

5.11

Uses a variety of mathematical models to make connections and analyse how things might change in both real and abstract contexts. F • T • C • KC1

Examples of evidence include that the student:
- recognises and explains that a particular type of function can be used to model many different situations T • C • KC1 • KC2
- sketches and describes graphs by visualising familiar situations T • C
- describes ‘inverse proportionality’ using data T • C
- demonstrates understanding, and capacity, of how to apply mathematical models that portray images of alternative and preferred futures. F • T • KC6
Strand: spatial sense and geometric reasoning

Students continue to develop their spatial sense and geometric reasoning in the Middle Years through analysing the characteristics of 2-D and 3-D shapes, using a variety of representational systems, and using transformations and symmetry. KC1 • KC2 Each of these aspects provides them with opportunities to refine and communicate their understanding of spatial relationships within, and between, shapes in their environment and their place in space. KC2 They develop a variety of strategies for representing these in a systematic way. KC6 Students in the Middle Years are able to visualise and represent spatial relationships and geometric aspects of their local and broader environment in more abstract ways, and use more geometric language in their descriptions. Representing and analysing spatial features and relationships draws together aspects of number, measurement and algebra. KC1 Students use representations in many activities to arrange, build and design objects for specific purposes, better futures and functions; and to communicate about shape, structure, location and movement. KC2

Building on their experiences in the Primary Years, students develop intuitive notions of points, lines and planes, and how these geometric concepts are linked with shapes and structure. They refine their analysis of the key spatial features of 2-D and 3-D shapes and the relationships between these features. KC1 They develop increasingly systematic ways of describing, classifying and analysing shape. KC1 Relationships within and between shapes involve proportions and measurements, either by simply matching sides or by exploring the scale of a reduction or enlargement. Students use the cartesian coordinate system to represent shape, and begin to develop and use algebraic expressions as another means to analyse relationships between spatial features. Their geometric reasoning is also developed through analysing relationships between spatial features of particular shapes, where they make and justify conjectures and begin to construct inductive and deductive arguments about these relationships. KC2 • KC6

Students use transformational geometry as another means to interpret and communicate shape and spatial relationships between shapes. KC2 Investigation of flips, slides and rotations, and how they relate to each other, enables them to explore congruent shape and angle relationships, while investigation of dilations enables them to explore similarity and symmetry.

Following are the Key Ideas that comprise the spatial sense and geometric reasoning strand.
Strand: spatial sense and geometric reasoning

Key Idea

Students explore and analyse features in their immediate and extended environment in geometric terms. They compare perspectives of spatial sense and geometric reasoning in order to understand different human interactions with their environment. Id • In • T • KC1

This includes such learning as:

- using their understanding of shape and structure in their personal and community activities, particularly when designing, arranging, locating, building, visualising, constructing argument, communicating and planning
  Id • In • T • KC1 • KC2 • KC3
- describing, classifying and analysing types of 2-D and 3-D shapes, including triangles, quadrilaterals, prisms and pyramids, using their defining spatial attributes T • C • KC1
- making, evaluating and communicating deductive and inductive arguments about the relationships between the spatial attributes of 2-D and 3-D shapes (eg angles in polygons and circles; the Pythagorean relationship; lengths, areas and volumes of similar objects; lengths and angles of right-angled triangles; and lengths and areas of circles) T • C • KC1 • KC2
- representing and analysing the relationships between the spatial features of a wide variety of figures and objects (through drawings, electronic media, sketches and physical models) using geometric tools, and interactive drawing and geometric software packages C • KC1 • KC2 • KC7
- representing and analysing a variety of number concepts geometrically, including rational and irrational numbers T • C • KC1 • KC2
- appreciating and exploring in teams, the social processes and relationships involved in the ways in which different groups of people use their spatial sense to interact with their environment (eg building engineers, children in a child-care centre, orienteering groups, travellers, architects, sportspersons, computer programmers, software developers). Id • In • KC4 • KC6

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 Id • C • 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

At Standard 4, towards the end of Year 8, the student:

4.12

Identifies characteristics and properties of 2-D and 3-D shapes and understands how these have influenced the built environment. In • KC1

Examples of evidence include that the student:
- describes relationships between common classes of shapes (eg drawing a Venn diagram comparing parallelograms, rectangles and squares; saying ‘all squares are rhombuses, but not all rhombuses are squares’) C • KC2
- identifies and names parallel and perpendicular lines and planes in figures and solids (eg for a triangular prism) T • KC1
- uses appropriate mathematical symbols to annotate parallelism, perpendicularity and equivalence C
- recognises and explains the cultural origins of geometric models in the built environment. In • KC2

At Standard 5, towards the end of Year 10, the student:

5.12

Makes and tests conjectures involving 2-D and 3-D shapes. T • C • KC6

Examples of evidence include that the student:
- solves problems and validates conjectures involving equal, supplementary and complementary angles. They solve problems using angle relationships with intersecting, parallel and perpendicular lines, and in triangles, quadrilaterals and circles T • KC8
- employs deductive argument to establish the validity of geometric conjectures T • C • KC8
- constructs solids using a variety of materials, given certain information T
- uses geometry with other aspects of mathematics (eg trigonometry, measurement, algebra). T • C
Strand: spatial sense and geometric reasoning

Key Idea

Students develop and extend their capacity to solve problems in multi-layered and abstract ways in order to produce accurate maps, graphs and models. T • C • KC6

This includes such learning as:

- using reflections (flips), rotations, translations (slides) and dilations (reductions and enlargements) when designing and building; planning and producing spatial arrangements; measuring; describing relationships between shapes, objects and people and their locations; and giving and following directions T • C • KC2 • KC3
- using reflections, rotations, translations and dilations to explore, analyse and show congruence and similarity T • KC1 • KC2
- analysing and communicating the results of reflections, rotations, translations, and simple reductions and enlargements, using mathematical language, drawings, sketches, physical models, interactive drawing software and geometric software packages T • C • KC1 • KC2
- beginning to understand and use formal proof and the nature of deduction (eg proving the angle sum of a triangle). T

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

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 T • C
- 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 F • T • KC3 • KC6
At Standard 3, towards the end of Year 6, the student:

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 T • C • 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 T • C • 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. T • C • KC2

At Standard 4, towards the end of Year 8, the student:

4.13

Identifies, represents and justifies one and two step geometrical transformations. T • C • KC1

Examples of evidence include that the student:
- uses spatial reasoning and geometric transformations to plan the actions of students in presenting a dance/callisthenics item T • KC2 • KC3
- identifies line and rotational symmetry to describe and classify polygons and polyhedra T • C • KC1 • KC2
- uses tessellations to examine and describe the features of various shapes, such as the sizes of the interior angles of regular polygons T • C • KC2
- determines if two triangles are congruent or similar. T

At Standard 5, towards the end of Year 10, the student:

5.13

Examines conjectures using geometric transformations. T • C • KC6

Examples of evidence include that the student:
- validates conjectures involving congruence or similarity of solids in the plane T • C • KC6
- modifies tessellating shapes to produce other tessellating shapes (eg Escher-type transformations based on rectangles) T • C
- uses a grid to enlarge and reduce figures (by whole number and fractional scales), and makes distortions (double widths but not heights) by pencil and paper methods or by using digital and electronic technologies T • KC7
- uses a range of strategies in solving problems involving similar right-angled triangles T • KC6
- employs multiple ways of validating an argument, and communicates such differing strategies to others. T • C • KC2
Strand: **spatial sense and geometric reasoning**

**Key Idea**

Students analyse and understand the uses and purposes of flips (reflection), slides (translation), rotations and dilations to explore geometric relationships and alternative preferred possibilities in the physical world.

F • T • KC1 • KC6

This includes such learning as:

- representing shape, arrangement, locations and pathways to explore and analyse their place in their environment; to improve the relationships between themselves, other people, places and objects In • T • C • KC1
- producing and using maps, models, network diagrams and cartesian coordinates to identify, explore and analyse relationships within shapes and spatial arrangements, and between locations and pathways T • KC1
- using materials, pencil and paper, interactive drawing software and geometric software packages to produce representations of shape, arrangement, locations and pathways encountered in their personal lives Id • C • KC2 • KC7
- using cartesian coordinates to represent and analyse the properties of 2-D figures T
- appreciating and exploring the ways that different groups of people represent and use location and arrangement to interact with their environment, and considering how these may change in the future to benefit all. F • In • KC1

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

2.14

Uses positional language and measurements to formally map location and arrangements. T • C • KC2

Examples of evidence include that the student:

- gives and follows directions from a chosen reference point, using positional language and measurements of distance (e.g. paces, metric units, directions (fractions of a rotation)). They choose the best pathway from a number of alternatives T • C • 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 T • C • KC2
- produces electronic plans of arrangements of objects to represent different views (e.g. top, left, right and back view) F • C
- identifies key features of maps and plans produced by peers, and uses them to locate objects or construct arrangements. T • C
At Standard 3, towards the end of Year 6, the student:

3.14

Produces, uses and critiques scaled maps and plans and envisages alternative possibilities. F • T • KC3

Examples of evidence include that the student:

- describes and represents the same location from different reference points C • KC1 • 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 T • C • KC2
- critiques maps and plans T • KC1
- produces scaled plans (including isometric sketches) to represent preferred future views of familiar locations. F • KC3 • KC6

At Standard 4, towards the end of Year 8, the student:

4.14

Represents and uses location maps, pathways diagrams and network diagrams to describe current and possible future characteristics of the physical world. F • T • KC1 • KC6

Examples of evidence include that the student:

- gives unambiguous instructions for moving and finding objects in their environment (or on models, maps or plans) using distance, direction, angle multiples of 45°, compass points and coordinates T • C • KC2
- uses a coordinate grid (by hand/ geometric software) to generate simple 2-D shapes, using their knowledge of the shape’s properties (eg isosceles triangle, parallelogram) C
- finds paths that meet specifications (eg the shortest route) T
- produces maps and plans, labelling key features of a location or path according to the purpose of the map (eg a tour map of the school, or home, as it might look in 20 years’ time). F • C • KC2

At Standard 5, towards the end of Year 10, the student:

5.14

Selects and uses different representational systems to describe, analyse and interpret objects, pathways and arrangements. T • C • KC1

Examples of evidence include that the student:

- recognises and explains paths traced out by moving objects (eg the valve on a travelling bicycle wheel) T • C • KC1 • KC2
- makes generalisations about paths as a result of experimenting with drawing tools T • C
- employs a range of representational strategies in drawing network diagrams based on information extracted from conventional maps C • KC2 • KC6
- demonstrates, justifies and communicates thinking strategies for problems which link algebraic representations to geometric situations in the plane. T • C • KC2 • 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 particular ways of thinking and world views that 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 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 and students work scientifically through these strands they are learning to investigate science, to use science, to critique science and to act responsibly in science. 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: 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 the 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

Students during the Middle Years are actively involved, and participate cooperatively with their peers when conducting science investigations. KC4 They are encouraged to formulate questions, follow up hunches, make guesses and generate new ideas. KC6 They learn how to plan investigations using fair testing, and use scientific knowledge to select or adapt equipment where necessary; and are able to use both quantitative and qualitative data to describe their findings. KC3 • KC5 When investigating in science they make predictions, hypothesise and explore the idea of controlling variables and evaluating findings. KC1 • KC3 They learn to be increasingly methodical and precise with measurement; to be critically minded and to question evidence; to be aware of the provisional nature of science; and to take into account issues with ethical, social and environmental dimensions. KC1 • KC5 At this level students use analogies and models to develop explanations, can devise tests for their models, and recognise the importance of using information based on scientific evidence for their explanation. KC1 • KC2 • KC3 They communicate to a wider audience their findings on issues that are relevant to them. KC2

Students in the Middle Years are aware of the impact of the practice of science on their lives, and are users of technologies and their products. KC7 They seek information from scientists and other members of the community, and recognise the contribution to science of people from diverse cultures and backgrounds. KC1 They use information and communication technologies to study the lives of scientists in order to understand both their contribution to science and the context of their work. KC7 They are increasingly aware of career opportunities presented by the use of science, and the study of science, and continue to seriously explore their own interests in regard to further study and career options.

Students consider the positive and negative contributions science makes to societies, identify how science has helped to solve past problems and can help to solve current ones, and learn how to take effective action towards the resolution of issues in their schools and communities. KC1 • KC6
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

In the Middle Years students range from those developing a sense of wonder about the universe and its exploration to others critically examining issues such as expenditure on space exploration. **ld** **T** • **KC1** They use observational instruments, information and communication technologies and other resources to develop understandings about the universe. **C** • **KC7** They understand (through field experiences, scientific theories both past and emerging, and exploring world views of diverse cultures) that the earth can be viewed as a living system. In They study the properties and occurrence of natural materials such as minerals and fossil fuels. **T** Students research and debate the range of values and opinions in the community concerning issues such as mining in national parks and other controversial land use management practices. **F** • **C** • **KC1** • **KC2** They learn about changes to the earth’s surface through natural processes such as earthquakes, weathering and erosion. **T** Middle Years students study the contribution made by humans to earth changes, such as salinity, erosion and global warming, and consider the intended and unintended results of action, as well as immediate and long-term consequences. **F**

Following are the Key ideas that comprise the earth and space strand.
Strand: earth and space

**Key Idea**

Students investigate, through fieldwork and research, the central importance of the earth’s role in sustaining life and how changes impact on life; and understand the interaction of the atmosphere, the oceans and the earth’s surface.

This includes such learning as:

- examining the long-term effects of humans on the earth’s materials, systems and structures, and considering possible ways of modifying human behaviour to reduce deleterious effects (e.g. using simulation and virtual websites to examine the probable and preferred impact of greenhouse gas emissions on environments and on future generations)  \( F \rightarrow In \rightarrow T \rightarrow KC1 \rightarrow KC3 \)
- identifying the use of science and technology in monitoring and guiding the sustained management of natural environments (e.g. fishing, forestry, agriculture, mining) and the ways in which associated occupations are changing as a result  \( F \rightarrow In \rightarrow C \rightarrow KC1 \)
- exploring and utilising the insights of traditional Aboriginal and Torres Strait Islander peoples’ land and sea management strategies with the earth’s natural environments, and considering useful strategies for future sustainability  \( F \rightarrow In \rightarrow T \rightarrow KC1 \rightarrow KC3 \)
- posing questions about the nature of rocks and their origins, and planning and conducting related investigations  \( T \rightarrow KC3 \rightarrow KC6 \)
- researching the exploration and use of minerals, and the management of mineral resources; and assessing the effects of these processes on environments. Students debate associated ethical and moral issues and envisage more sustainable futures  \( In \rightarrow T \rightarrow KC1 \rightarrow KC2 \rightarrow KC6 \)
- exploring the ways in which people depend on soils, the mistakes made in the treatment of soils, and the steps they take to conserve them  \( In \rightarrow T \rightarrow KC3 \rightarrow KC6 \)
- planning investigations to create a simulation of the effects of wind and water erosion on coastlines and foreshores, identifying deleterious effects and posing possible and preferred solutions  \( F \rightarrow In \rightarrow T \rightarrow KC3 \rightarrow KC6 \)
- using websites, databases and CD-ROMs to identify and report on patterns of global air and ocean movements, and exploring how this data is used in weather forecasting  \( In \rightarrow T \rightarrow C \rightarrow KC1 \rightarrow KC2 \rightarrow KC5 \rightarrow KC7 \)
- researching earth movements and instruments used to monitor such things as earthquakes, volcanoes and tsunami, and explaining how the data obtained can reveal patterns that can be used to predict future occurrences.  \( F \rightarrow T \rightarrow C \rightarrow KC1 \rightarrow KC2 \rightarrow KC5 \)

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

2.1

**Expresses ideas about changes that occur in their local environment, and considers implications for sustainable environments.**  \( F \rightarrow In \rightarrow KC1 \rightarrow KC2 \)

Examples of evidence include that the student:

- classifies and compares properties of local soil samples  \( T \rightarrow KC1 \)
- communicates the steps people take to reduce the risk of degradation of natural environments (e.g. bushfires, soil erosion)  \( In \rightarrow C \rightarrow KC2 \)
- describes situations where people have altered landscapes for such activities as farming and city living, and explores long-term implications  \( F \rightarrow KC2 \rightarrow KC6 \)
- collects information about the weather using simple instruments (e.g. thermometer, rain gauge) and online sites, and discusses emerging patterns with others.  \( F \rightarrow In \rightarrow C \rightarrow KC1 \rightarrow KC2 \)

Examples of evidence include that the student:

- classifies and compares properties of local soil samples  \( T \rightarrow KC1 \)
- communicates the steps people take to reduce the risk of degradation of natural environments (e.g. bushfires, soil erosion)  \( In \rightarrow C \rightarrow KC2 \)
- describes situations where people have altered landscapes for such activities as farming and city living, and explores long-term implications  \( F \rightarrow KC2 \rightarrow KC6 \)
- collects information about the weather using simple instruments (e.g. thermometer, rain gauge) and online sites, and discusses emerging patterns with others.  \( F \rightarrow In \rightarrow C \rightarrow KC1 \rightarrow KC2 \)
At Standard 3, towards the end of Year 6, the student:

3.1

Describes the characteristics that sustain life on the earth and changes to these characteristics and their impact over time. F • In • T • KC2

Examples of evidence include that the student:

- collects rocks and uses their properties to sort, classify and suggest possible uses T • C • KC1
- appraises and communicates the effects of different management techniques on environments In • C • KC2
- critically examines the ethics of mining in national parks, and presents their views about alternative possibilities for the future F • Id • C • KC1
- uses videos, websites and recordings to study natural changes to the earth’s surface. T • C • KC7

At Standard 4, towards the end of Year 8, the student:

4.1

Identifies and investigates changes, both natural and human-induced, on the earth and suggests ideas which encourage the preservation of the natural environment for all living things. F • In • T • KC1 • KC6

Examples of evidence include that the student:

- interprets evidence and examines causes of the depletion of the ozone layer, using computer simulation, video or other resources F • In • T • KC1 • KC7
- identifies patterns of global winds and air currents and how these are monitored In • T • KC5
- describes causes of natural events (eg cyclones, volcanoes, tsunami) which sometimes have catastrophic consequences for human and other living things T • KC2
- draws implications from geological information needed for engineering constructions (eg roads, bridges, dams). T • C • KC1

At Standard 5, towards the end of Year 10, the student:

5.1

Researches and analyses contemporary theories about geological features, such as plate tectonics, and investigates their effects on sustaining life on earth. F • In • T • KC1 • KC6

Examples of evidence include that the student:

- classifies rocks according to their properties and history (when known) using databases T • KC1
- investigates evidence that supports theories, such as plate tectonics, which can be used to explain the diversity of rock types T • KC1 • KC2
- analyses evidence from rocks (eg fossils, volcanic intrusions, unconformities) to present the sequence of geological events for a location In • T • KC1 • KC5
- prepares a multimedia product or presentation identifying or devising a systemic solution to problems with environmental consequences F • C • KC2 • KC6
- analyses the implications of geologically related activity (eg mining exploration, extraction and transportation) on communities of humans and on natural environments, focusing on who gains and loses in such activities. Id • In • KC1
Strand: **earth and space**

**Key Idea**

Students select and use observational instruments and digital and electronic technologies to develop understandings about structures and events in the universe. They appraise, and share opinions about, the ethics of space exploration. **F • In • C • KC2 • KC7**

This includes such learning as:

- observing the night sky at different times of the year and mapping the changing positions of major planets, stars and constellations and the ways Indigenous peoples have utilised such knowledge **C • KC1 • KC5**
- comparing details of the moon visible to the eye with those seen through binoculars **T • KC1**
- using models (eg computer simulations, stories, role-playing) to explain the passing of time, day and night, seasons, phases of the moon, eclipses and tides, and critically comparing their understandings with those of other students **T • C • KC1 • KC2**
- selecting and using information obtained from the use of satellites, telescopes, space probes and other space craft to develop their own understanding of astronomical features and events **F • T • C • KC1 • KC7**
- collecting and analysing data that reveals the way people in various cultures use or have used earth/moon/sun movements as significant events in their lives. Students include such things as the development of ideas about seasons, and day and night, and transform data into text presentation **Id • In • KC1 • KC6**
- questioning and exploring ideas about the characteristics of the earth that are favourable to the development of life, comparing the earth with other planets in the solar system, considering the prospect of life on other planets or in other solar systems, and reflecting on the place of humans in the universe **In • C • KC1 • KC6**
- collecting information from electronic and other sources about historic theories of the place of the earth in the cosmos, and analysing and reporting on the effects of these on human cultural development **In • C • KC1 • KC2**
- exploring and reporting on the benefits and costs to humanity of space exploration and research, and predicting preferred future possibilities. **F • KC1 • KC2 • KC6**

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

2.2

Explores the apparent motion of the sun in relation to the earth and develops models of their understanding. **In • T • C • KC6**

Examples of evidence include that the student:

- designs and plans sticks or sundials to measure shadows during different times of the day and year **T • C • KC3 • KC5 • KC6**
- shares stories by Indigenous people and compares different explanations about changes of the apparent movement of the sun **In • C • KC1 • KC2**
- uses digital and electronic technologies to explore ideas about the relationship between the earth, sun and moon. **C • KC6 • KC7**
At Standard 3, towards the end of Year 6, the student:

3.2 Describes various components of the solar system and the effects of these on our everyday lives.  
F • In • C • KC2

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  
  In • C • KC1 • KC7
- suggests what they would need in order to migrate to, and survive on, another planet  
  T • KC6
- maps the position of the Southern Cross or moon over a period of time  
  T • C • KC5
- gives explanations of events such as eclipses and phases of the moon.  
  T • KC2

At Standard 4, towards the end of Year 8, the student:

4.2 Investigates and analyses astronomical features and changes as seen from the earth and debates the ways scientists examine and explain these.  
F • In • C • KC2

Examples of evidence include that the student:
- locates and identifies stars, using binoculars and a star chart  
  T • KC7
- explains a link between traditional Indigenous peoples’ knowledge, seasons and the changing night sky  
  KC2
- investigates the differences, using a range of print and information and communication technologies, between celestial bodies (eg stars, planets, moons, black holes, comets, meteors)  
  T • KC1 • KC7
- researches the relationship between technological advances and space exploration, and their positive and negative effects on natural and social environments  
  F • KC1
- independently creates, merges and manipulates images to generate quality information about astronomical features.  
  T • KC6

At Standard 5, towards the end of Year 10, the student:

5.2 Critically examines theories of astronomy and how they have contributed to our understandings about the universe, and articulates personal theoretical preferences.  
In • C • KC1

Examples of evidence include that the student:
- explains how Indigenous peoples’ knowledge and how satellite technology contribute to a holistic understanding of the links between the earth and the universe  
  In • KC2
- compares and contrasts the effects of Ptolemaic (earth as centre of the universe) and Copernican (sun as centre of the universe) views on human identity, and considers the implications of the cultural origins of such views  
  F • In • KC1
- analyses diverse cultural theories of astronomy and uses these to explain observable phenomena.  
  T • C • KC1 • KC2
**Strand: energy systems**

Students in the Middle Years collect data about patterns of energy use at home and at school, and consider ways of minimising energy use locally and globally. **T • C • KC1 • KC6** They learn about the different ways in which electrical energy is generated, and use flow diagrams to trace energy transfer and transformation in devices used at home and at school. **F • C** They relate their findings to the idea of ‘environmental impact’. **T** By using the idea of forces and the transfer of energy, students investigate the operation of simple machines such as ramps, gears and hydraulics. **T • KC7** They extend their understanding of energy transmission via wave action as an explanatory idea, and investigate this concept through such things as musical instruments, radios and speech. **T • KC6** Through their study of energy production, students in the Middle Years become increasingly aware of career opportunities presented by the use of science and the study of science. **In**

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

**Key Idea**

Students collect data about, and critique, their own patterns of energy use in terms of its environmental impact. F • Id • C • KC1 • KC5

This includes such learning as:

- conducting and critically analysing energy surveys in homes, workplaces, schools, communities and other countries to compare energy use. Students present data in an appropriate form, suggest reasons for variations, and propose ways to better use energy Id • C • KC1 • KC2 • KC3 • KC5
- using information and communication technologies to gather and synthesise information electronically about the importance of fossil fuels, food and the sun in everyday life, the extent of dependence on non-renewable fuels, and efforts to harness renewable fuels. Students compare these kinds of energy uses and ways of life with those of 100 years ago, and with those necessary for sustainable futures and report their findings F • C • KC1 • KC2 • KC7
- investigating and comparing the costs and debating environmental implications of obtaining, transporting and using different forms of energy for a particular purpose F • C • KC1 • KC2
- comparing the power consumption of domestic appliances and estimating the costs of cooking with different energy sources, and representing the results in order to communicate findings C • KC1 • KC2 • KC5
- critically reflecting on the ways in which such ideas as forces, work and energy can be used to understand everyday events and processes T • C • KC1
- measuring their own physiological energy expenditure, and applying concepts about work output to a variety of physical activities and sports. Id • T • C • KC5

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

2.3

**Identifies, plans and acts on ways in which they can better use energy in their lives.** F • In • C • KC1 • KC2

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
Investigates and reports on patterns of energy use in the home, school and other places. 

**F • Id • C • KC1 • KC2 • KC5**

*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.
  
  **F • T • C • KC1 • KC5 • KC6**

At Standard 4, towards the end of Year 8, the student:

**4.3**

Investigates ways of obtaining, transferring and using energy (including from sustainable energy sources and from fossil fuels) for particular purposes. 

**F • C • KC6**

*Examples of evidence include that the student:*

- identifies sources of energy used to heat or cool their home, and measures amounts of energy used
  
  **C • KC1 • KC5**

- uses information and communication technologies and other resources to report on the source and availability of fuels for the generation of electricity
  
  **C • KC2**

- researches and debates the idea that energy conservation in homes, schools and communities is one of the most effective and efficient ways of extending the life of fossil fuel resources.
  
  **F • C • KC1 • KC2**

At Standard 5, towards the end of Year 10, the student:

**5.3**

Analyses aspects of energy sustainability, including energy resources, energy production and distribution, and challenges for future ‘worldwide’ uses of energy. 

**F • In • KC1**

*Examples of evidence include that the student:*

- uses online sources of information to investigate local, national and global energy resources, production and needs for renewable and non-renewable energies
  
  **F • C • KC1**

- investigates ways of converting various energy forms into more easily usable forms (e.g., electricity), and the efficiencies and ecological sustainability of such conversions
  
  **In • T • KC1 • KC6**

- discusses local uses of energy sources, and identifies appropriate social action for the conservation and more ecologically sustainable and equitable use of energy
  
  **In • C • KC2**

- investigates alternative sources of energy such as solar, wind and composting, and considers who benefits from such alternatives.
  
  **In • T**
**Strand: energy systems**

**Key Idea**

Students use the concepts of force, energy and transfer of energy to investigate and explain phenomena and changing patterns of events in the natural world. **In • T • KC1 • KC2**

This includes such learning as:

- exploring devices used to channel, enable or impede energy transfer, including lenses, mirrors and filters for light; circuits, insulators and switches for electric current; levers, cogs, pulleys and hydraulics for mechanical work; and insulators and reflectors for heating **T • KC6 • KC7**
- identifying and describing situations where energy is transferred, where it is transported, and how it is used **In • KC2**
- assigning forms of energy to particular kinds of change and discussing the differences, using the concept of kinetic and potential energy **T • C • KC2**
- conducting an investigation into the effects of force on the motion and shape of objects (eg gravitational forces and forces operating in simple machines), and reporting for a variety of audiences **T • C • KC2 • KC3**
- using a ‘fair test’ to investigate the effectiveness of various materials for particular applications such as sound proofing **T • C • KC6**
- using a data logger to measure the motion of everyday objects, and interpreting the data using ideas of time, position, speed and acceleration **In • C • KC1 • KC5**
- comparing qualitatively the work put into a system with the amount of output, including: **T • C • KC1**
  - investigating simple machines (eg pulleys, levers and hydraulic systems) **KC6 • KC7**
  - extending their investigations to more complicated systems (eg geared bicycles and combinations of pulleys), and explaining the efficiencies and ecological sustainability of energy transfers (eg bike riding vs driving a car; walking vs travelling in a wheelchair; heating water on a gas stove vs on an electric stove) **KC2**
- measuring various energy changes (eg the temperature change of water as a result of burning a known amount of fuel or using an electric current, or the transfer of energy directly from one system to another). **T • C • KC5**

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

2.4

Identifies, observes and describes energy transfer, such as light, sound, heat or movement, through common objects. **T • C • KC1 • KC2**

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 **T • C • KC1 • KC2**
- traces and charts energy transfer through their mechanical toys and the forms of transport they use in their everyday life **Id • C • KC3**
- creates a multimedia product that explains the transfer of energy/heat/sound. **KC6 • KC7**
At Standard 3, towards the end of Year 6, the student:

3.4

Uses the idea of force to describe and explain different ways of transferring energy. In • T • KC2

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

At Standard 4, towards the end of Year 8, the student:

4.4

Plans and evaluates investigations that focus on the transfer and transformation of energy. In • T • KC3

Examples of evidence include that the student:

- conducts an investigation examining the relationship between force and acceleration on a pushbike T • C • KC3
- identifies and describes devices which transfer or transform energy, and measures their efficiency. In • C • KC2 • KC5

At Standard 5, towards the end of Year 10, the student:

5.4

Explains energy input/output devices using concepts of work, force and power, and explores, through investigations, various systems for the transfer and transformation of energy. In • T • KC2

Examples of evidence include that the student:

- appraises and manipulates variables when carrying out an investigation on the quality of sound systems T • C • KC6
- makes accurate measurements, citing possible sources of error, when determining energy changes in dynamic systems In • T • C • KC5
- chooses and uses appropriate methods to display results when comparing the efficiencies and cost of heating water T • C • KC5
- performs appropriate calculations using standard scientific formulae T • C • KC5
- uses simple electrical circuits to investigate a range of energy transfers, and tests ideas. T • KC6
**Strand: life systems**

Students in the Middle Years are interested in their own physiology and development, and examine personal and peer concerns such as diet, gender, sexuality and health. **Id • KC6**

Through observation and investigation of a range of living things, and using a variety of information resources, students develop knowledge and understandings about ecology, food chains, energy flow, habitats, adaptation, reproduction and populations. **In • T • C • KC1**

They are motivated by altruistic concerns, build a rich conceptual picture of sustainable ecological systems, and take action to ensure healthy social and physical environments for future generations. **F** Students take account of science’s potential to contribute to the solution of ecological problems. **F • In • KC6**

Following are the Key Ideas that comprise the life systems strand.
Strand: life systems

Key Idea

Students develop a shared understanding of the characteristics and behaviour of living things and how they are interrelated and interdependent. They appreciate and report on the place of humans in the earth’s ecology, and develop their understanding of, explore future possibilities for, and act to contribute to, sustainable environments. F • In • KC1 • KC2 • KC3

This includes such learning as:

- posing questions and researching ways (eg Internet, online) in which humans affect the stability of ecosystems (eg the over-clearing of land) In • KC1 • KC6
- monitoring and recording electronically (eg audio, graphics, animation, video) information about organisms such as local birds (eg their behaviour, territoriality, food gathering, nesting habits), or comparing the ways in which plant parts perform different functions. They adjust information in communicating it to specific audiences (eg children in the Early Years) In • C • KC1 • KC2 • KC7
- examining and understanding the structure and function of major body systems of animals, including humans (eg the skeletal, digestive, respiratory and reproductive systems). Students gather evidence on the effects of particular lifestyles on human body systems and ways of changing their own behaviour to improve health Id • In • KC1
- exploring how particular Aboriginal and Torres Strait Islander peoples interact with and manage environments with sustainability in mind F • In • KC1
- analysing relationships in local environments for producers, consumers and decomposers, and organising this information into food webs, using databases. Students discuss the roles organisms play in processes, including carbon, oxygen and water cycles In • T • KC1 • KC2
- investigating life-sustaining processes, such as photosynthesis and respiration, and their central relationship to the sustainability of life F • In • T • KC1
- exploring relationships and interactions in order to appreciate that living systems are integrated and that feedback and feedforward mechanisms are essential for life In • T • KC6
- critically analysing particular instances of human-induced environmental damage and considering which groups’ interests were being served in the changes which occurred. In • T • KC1

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

2.5

Explores relationships between living things by posing investigative questions about features and functions. In • T • KC6

Examples of evidence include that the student:

- presents features of plants in a diagram (eg leaves, stems, roots, tendrils, flowers, fruit) C • KC2
- 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) In • C • KC2
- poses investigative 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 C • KC3 • KC6
- 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). T • KC2 • KC7
At Standard 3, towards the end of Year 6, the student:

3.5

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.

F • Id • In • KC1 • KC2

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 In • KC6
- uses strategies promoting conservation to collect and compare features of plants found in local environments (eg root systems of weeds, flowers of flowering plants) In • KC1
- identifies and labels key parts of human organ systems and researches ways of keeping them healthy Id • KC1 • KC2
- demonstrates and reports on understanding of producers and consumers of a food chain In • C • KC2
- 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. F • In • KC2 • KC6

At Standard 4, towards the end of Year 8, the student:

4.5

Investigates and explains the functioning of living systems from the microscopic to the macroscopic.

F • In • KC1 • KC2

Examples of evidence include that the student:

- explains the transport of water in vascular plants In • T • KC2
- compares and contrasts features and properties viewed with a light microscope (eg chloroplasts, cell wall, nucleus) to distinguish plant and animal cells T • C • KC1
- hypothesises and investigates the effects of introducing a new species to environments, showing how factors such as habitat, predator/prey relationships and competition for food could be affected F • In • KC6
- researches the past and present traditional environmental management practices of Aboriginal and Torres Strait Islander peoples for their preferred futures F • In • KC1
- appraises advantages and disadvantages of reproductive technologies. F • T • KC1

At Standard 5, towards the end of Year 10, the student:

5.5

Interprets and uses information about the structure and function of living systems and their relationship to survival of ecosystems. In • T • KC1

Examples of evidence include that the student:

- analyses physical features that enable a species to compete successfully (eg opposable thumb in humans and apes, surface or taproots in plants) within a sustainable environment F • In • KC1
- describes cell structures and functions (eg the role of cell membranes in controlling the passage of materials) C • KC2
- evaluates how an organism’s behaviour (eg courtship, aggression, response to light) enhances its chance of survival In • T • KC1
- predicts changes to internal physiological environments (eg external stimuli change) by using a multimedia presentation, feedback loop or stimulus response model In • T • KC6
- demonstrates knowledge about emerging ideas (eg Gaia hypothesis), and recognises the cultural location of those ideas In • T • KC2
- discusses and evaluates the importance of biological, social and cultural adaptations in assisting the move of humans towards ecologically sustainable development. In • KC1 • KC2
**Strand: life systems**

**Key Idea**

Students examine the ways organisms reproduce, grow and change over generations. They engage with, and appreciate different positions on, ethical issues such as those associated with ecological sustainability and gene technologies. F • In • T • C • KC1

This includes such learning as:

- planning and carrying out investigations to examine the life cycles of animals and plants, and using information and communication technologies to explore the advantages associated with different kinds of reproduction T • C • KC3 • KC7
- examining and reporting on the features of living things in order to develop an understanding of the concept of adaptation In • T • KC1 • KC2
- developing knowledge, skills and language to describe and report on the unique features of Australian biodiversity through a study of local environments In • C • KC2
- investigating and developing an argument, and communicating it confidently, using online and offline modes, about how the introduction of exotic species to an ecosystem can affect its nature and viability In • T • C • KC2
- using websites, interactive software and e-mail to research and report on contemporary social, ethical and health issues associated with reproductive technologies F • C • KC1 • KC7
- using the fossil record and examples of present life forms, found in such places as museums, to compare how the characteristics of living things have changed over geological time F • T • C • KC1 • KC5
- analysing information from traditional Indigenous stories, to find out about flora and fauna once present in particular areas. Students discover how factors such as totems, and laws regarding who could eat what, are used to protect species or threaten them. They use this information to inform their own decision-making for the future. F • In • KC1 • KC6

---

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

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

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
  In • T • KC1 • KC2
- communicates using appropriate terminology (eg fertilise, sperm, ovum) and technologies C • KC2 • KC7
- plans and carries out an investigation in order to observe and identify the function of parts of a flower
  In • T • 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.

At Standard 4, towards the end of Year 8, the student:

4.6

Explores how living things have changed over geological time and debates the value of species diversity and the ethics of human intervention.

F • T • C • KC2 • KC6

Examples of evidence include that the student:

- analyses and reports on changes in some animal families over geological time (eg diprotodon, wombat)
  F • T • C • KC1 • KC2
- investigates how scientists use fossil evidence to suggest links between extinct plants or animals and those of the present day T • KC6
- interrogates and debates issues associated with species diversity, including contemporary rates of species loss and human use of natural environments In • T • C • KC2
- develops a web-based presentation on species diversity for younger children C • KC2 • KC7

At Standard 5, towards the end of Year 10, the student:

5.6

Applies theories and conceptual frameworks associated with evolution, biodiversity, genetics, and the cycling of energy and matter in biological and physiological systems. In • T • KC1

Examples of evidence include that the student:

- uses simulation software to predict the outcome of monohybrid crosses in organisms, identifying both recessive and dominant characteristics T • KC6 • KC7
- evaluates various points of view, and presents a logical argument, in relation to ethical issues associated with genetic engineering and the application of gene technologies. They come to an informed position about the ethical and social implications of these issues
  F • Id • T • KC1 • KC2
- constructs a linear progression (from simple to more complex) of evolution on the basis of fossil evidence showing possible developmental pathways F • T • KC1
- investigates and explains the roles of various living and non-living things in cycling carbon, oxygen and water in the biosphere In • C • KC1 • KC2
- creates an interactive product that charts the transfer and transformation of material and energy through a food web.
  In • C • KC5 • KC6
Strand: matter

Students in the Middle Years further develop their capacities to think logically and analytically, using models to explain properties and behaviours of matter. KC1 • KC2 They focus, for example, on the manufacture, properties and personal use of materials such as plastics. T Students pose questions, hypothesise, plan, conduct investigations collaboratively and report about properties and changes in matter. KC2 • KC3 • KC4 • KC6 They use the ideas of energy flow and particle rearrangement to explain observations. T • KC2 They analyse and debate issues of sustainable use and alternative materials that past, current and future generations have and could use. F • KC1 • KC2 • KC6

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

**Key Idea**

Students communicate understandings about the properties and personal uses of materials. They research future availability of earth materials for human use, and explore possible sustainable alternatives to current patterns of use. F • In • T • C • KC1 • KC2 • KC6

This includes such learning as:

- planning investigations and exploring how the alignment of fibres in materials affects their strength, using examples including wood, papier-mâché, pandanus leaves and wool. They consider how particular fibres have been and still are used in sustainable ways by Aboriginal and other people from diverse cultures T • KC3 • KC6
- designing investigations into the relative strengths of materials shaped in different ways (eg plaited rope, yarns, honey combs, roof struts, corrugated card, paper), and hypothesising and explaining the results. Students critically evaluate the processes used T • C • KC3
- devising a ‘fair test’ to investigate properties (eg solubility, texture, flexibility, elasticity, hardness, buoyancy) of materials T • C • KC3
- working in teams to devise ways of combining different substances to produce useful materials (eg self-raising flour, waterproof paper, concrete), and considering how these processes are used in their homes and in workplaces T • C • KC3 • KC4
- using interactive software and websites to research and construct reports on the impact on environments of substances or materials such as soaps and detergents, and taking responsibility for informed changes to personal practices In • C • KC1 • KC2 • KC7
- collaboratively planning and carrying out tests, using commercially available indicators and ones they make themselves, to measure pH in such places as swimming pools, gardens and kitchens T • C • KC3 • KC4 • KC5
- using a particle model to explain diffusion between liquids and gases; and the differences between solutions, suspensions and colloids T • KC2
- using web search engines and interactive multimedia products to research and report on issues related to the world demand for, and distribution of, raw materials and value added products, and the role that scientists and other groups play in these developments. Students communicate ethical positions in public forums. F • In • C • KC1 • KC2 • KC7

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

2.7

Designs an investigation to explore properties of common materials, explaining why they have particular uses. 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 C • KC1 • KC2
- selects a property, designs and conducts a simple ‘fair test’ (eg test fabrics for stretchability) and records and reports findings electronically T • C • KC2 • KC3
- relates the properties of common materials to their use (eg using lycra for swimsuits, waterproof material for raincoats). T
At Standard 3, towards the end of Year 6, the student:

3.7

Describes the structure of some common materials, explains how materials are used for different purposes, and understands their impact on the environment.

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 T • C • KC2
- predicts and sets up a 'fair test' to determine which material would be most absorbent T • KC6
- researches the effects of common materials on environments, and presents their investigative findings and considered position to a school assembly.

F • In • C • KC1 • KC2

At Standard 4, towards the end of Year 8, the student:

4.7

Compares properties of materials before and after physical or chemical change by planning, conducting, evaluating and communicating an investigation.

In • T • C • KC1 • KC2 • KC3

Examples of evidence include that the student:

- analyses physical and sustainable attributes of a material used in traditional artefact making from diverse cultures T • KC1
- investigates and describes a property (eg texture) of the components of materials before and after they are combined (eg sand, cement, water, gravel components and the resulting concrete) In • T • C • KC1 • KC2
- poses questions and hypothesises on changes in the strength of materials (eg glues) when varying the amount of a component. C • KC6

At Standard 5, towards the end of Year 10, the student:

5.7

Uses the particle model to explain physical and chemical properties and change of matter. In • T • KC2

Examples of evidence include that the student:

- uses the particle model of matter to explain the effect of acids on carbonates
- uses chemical formulae and equations to represent and describe particular chemical changes T
- incorporates historical and diverse cultural theories on the nature of matter in contributing to a discussion In • C • KC2
- uses online sources of information to research the historical and diverse cultural development of theories of the nature of matter, and discusses these in a classroom context In • C • KC2 • KC7
- plans, trials and evaluates personal action plans for reducing their use of environmentally harmful chemicals at school or home. In • KC3
Students pose questions to investigate ways in which physical and chemical processes can be altered in order to achieve desirable outcomes, such as food preservation. T • C • KC1

This includes such learning as:

- describing, through direct experience, some of the distinctive behaviours of substances when they are subjected to change (e.g., freezing, drying, vacuum-sealing, salting, irradiating) T • KC2
- developing and justifying a set of rules for the safe handling, storage and disposal of materials at home, at school, and in business, industry and the community T • C • KC2 • KC3
- planning and developing investigable questions, hypothesising and selecting equipment to investigate and explain the separation of mixtures through processes that include filtration, evaporation, chromatography, centrifuge, decanting, distillation, crystallisation and magnetism. Students discuss the uses of these processes in their homes and local industries T • C • KC2 • KC3 • KC6 • KC7
- participating in online learning environments to research collaboratively developed questions on how certain materials (e.g., dairy products, timber, iron ore) are processed, identifying and reporting on what is involved in these processes, and coming to an understanding of how and why the processes are changing C • KC1 • KC2 • KC4
- describing and classifying physical and chemical changes (e.g., evaporating, condensing, dissolving, cooking, burning, decomposing) and identifying where these are used in their homes and local environments T • KC1 • KC5
- collecting, analysing and organising information on the chemical properties of materials in order to identify appropriate means for their storage, recycling and disposal in local communities (e.g., in contexts such as homes, shopping centres and local factories) C • KC1
- using websites and visits to local industries to find out about, and report on, the use of scientific processes, online and offline resources, industrial methods, and how these structure the experience of work and community activities C • KC1 • KC2 • KC7
- posing questions and predicting which factors influence rates of chemical reaction (e.g., temperature, concentration, the presence of catalysts), and considering these in relation to inhibiting rust and preserving food. T • C • KC5 • KC6

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

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) F • T • 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 • KC6
At Standard 3, towards the end of Year 6, the student:

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 (eg 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

At Standard 4, towards the end of Year 8, the student:

4.8 Recognises and describes conditions that influence reactions or change in materials. T • C • KC1 • KC2

Examples of evidence include that the student:
- hypothesises, plans and conducts an investigation to determine conditions for storing of milk, corrosion of metal T • C • KC3 • KC6
- frames questions and uses a variety of resources, including web search, CD-ROMs and video to find out about food preservation T • C • KC1 • KC6 • KC7
- compares advantages and disadvantages, including environmental impacts, of using materials for a particular purpose (eg chlorine or salt in swimming pools). In • T • KC1

At Standard 5, towards the end of Year 10, the student:

5.8 Classifies chemical reactions and identifies their importance in providing materials for present and future generations. F • T • KC1

Examples of evidence include that the student:
- makes new substances for particular purposes from available raw materials (eg pasteurised milk, newspaper) and considers their social and environmental sustainability T
- uses online sources of information to gather information about manufactured materials and their probable availability for future generations and environmental sustainability F • T • KC1 • KC7
- investigates personal and environmental safety of household chemicals, how they should be stored, and possible substitutes which are more physiologically, socially and environmentally benign F • KC6
- investigates the costs and benefits to diverse groups in society of manufacturing particular chemicals. In • KC6
Society and environment

Introduction

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 the creation of 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 toward 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 scope weaves the strands together in many ways: through the integration of the five Essential Learnings, incorporating literacy, numeracy and information and communication technologies with the fundamental concepts of the area; through the processes applied in the four conceptual strands; a shared focus on equity and across-curriculum perspectives. 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 KC6, 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. 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 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 the future. F • T • KC1 Concepts of time, continuity, change, causation and heritage are fundamental. KC5 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 essential themes. Id Students learn skills to evaluate various sources of information, use historical processes to expand their perspectives on current issues challenging society, 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 Middle Years explore their own identities and worlds, which includes global environments. KC6 They acknowledge that culture and society help shape identities and describe ideas, people and events significant in the development of Australian identities. Id • T • KC2 • KC6

As students move through the Middle Years they become more competent at finding and using many sources, including electronic forms, to gather material which describes how people and events outside Australia have influenced its social development and human–environment interactions. Id • In • KC1 • KC7 They seek opportunities to use computers to find and present material to their peers and others. KC2 • KC7 Because peer acceptance is very important to them they may need to be encouraged to take risks and present information that gives a different viewpoint from the usual one, challenging stereotypes and generalisations. Id • T • C • KC1 • KC7

Students in the Middle Years can be open to many ideas. They test authority and actively seek role models as they develop self-reliance. They are interested in the social construction of roles and interpretations of source material as they become aware that interpretations of events, actions and issues differ. T • KC1 They realise that texts and knowledge are based on particular beliefs and values, which reflect the interests of particular groups and may exclude others. C

Students make predictions based on systematic analysis of past experience and, toward the end of the Middle Years, are able to say what is significant about a topic or issue and work out ways of drawing conclusions based on several kinds of evidence. KC1 • KC5 • KC6 Both primary and secondary sources are seen as valuable, as students find interesting material to use when researching topics. KC1 They identify points of agreement or disagreement in source materials, and acknowledge different interpretations. Middle Years students begin to realise that ways of looking at and interpreting the past influences the present and the future. KC1 They begin to acknowledge the value of their own contributions in making a positive difference in their communities, their future vocations and other life activities. F • T • C

Following are the Key Ideas that comprise the time, continuity and change strand.
Students investigate and analyse events, ideas, issues and lives of people in their local community, nation and the world, identifying patterns, changes, continuities and possible futures. **F • Id • C • KC1 • KC5 • KC6**

This includes such learning as:

- researching and comparing concepts of identity and the lives of a diversity of men, women and children in different Australian environments, including local areas, over time **Id • KC1**
- investigating the significance of changes that have occurred for particular peoples and their environments over time, in local areas and the Asia-Pacific region, and predicting future changes based on knowledge of these past situations **Id • T • KC1 • KC6**
- exploring cause and effect, by researching significant events and issues (e.g., including the Federation of the Australian states and development of the Constitution; Native Title legislation; environmental protection legislation; women’s, children’s and workers’ rights) **Id • KC1 • KC6**
- researching the origins of the various ways in which time and events are recorded and celebrated (e.g., significant seasons, days and weeks, commemorations) for local, national and international communities **Id • T • KC1**
- investigating the historical origins of current problems or issues. Students make connections between how these problems or issues were addressed by societies distant in time and location, and how they are addressed by Australian society today; they consider future possibilities **F • T • KC1**
- analysing concepts such as the sharing of power and wealth; physical and emotional health; and the roles of men, women and children; in a range of societies existing from ancient times to today (e.g., hunter/gatherer, nomadic herder, city, feudal, industrial and subsistence farmer societies). Students describe factors which maintain continuity and others which cause change **T • KC1 • KC2**
- comparing and reporting on examples of empires, colonisation, and invasion and resistance, from ancient times to the present day, considering the implications for possible changes in future times **F • Id • KC1 • KC2 • KC6**
- analysing the changing nature of work (paid, unpaid and voluntary) in diverse societies, including their own community, and presenting their findings using print or electronic mediums. **In • T • C • KC1 • KC2 • KC7**

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

2.1

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. **In • KC1**

Examples of evidence include that the student:

- researches different aspects or topics from times past in Australia **C • KC1**
- identifies primary and secondary electronic sources of information for particular topics **T • KC1**
- recognises why historical accounts vary, and explains how differences are associated with particular times, locations, socio-economic groups, cultures or perspectives. **In • C • KC2**
At Standard 3, towards the end of Year 6, the student:

3.1 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 (K1 • K2 • K3)
- 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) (K1 • K2)
- identifies influences on change, locally and globally, and determines who had or has the power to implement change (K1)
- reflects upon why various people differ in their judgment about positive and negative aspects of change. (K1)

At Standard 4, towards the end of Year 8, the student:

4.1 Suggests and justifies reasons why groups of people in societies, countries or civilisations have undergone changes in wealth and/or their ability to sustain natural resources.

Examples of evidence include that the student:

- compares and reports on ways that various groups of people have lived, or are living, in a range of societies over time (K1 • K2)
- identifies changes that have occurred over time (eg resource availability, accessibility to resources by particular groups) (K1)
- analyses why there are different views presented in historical data about reasons for change (K1 • K5)
- appraises how further change could take into account sustainability and fairness for all. (K1 • T)

At Standard 5, towards the end of Year 10, the student:

5.1 Critically analyses different interpretations of events, ideas and issues, including an understanding of the relationship between power and historical representation.

Examples of evidence include that the student:

- critically analyses evidence of changing influences on a particular idea, event or issue (eg the identity of Australia, as it has reflected or ignored various Indigenous and immigrant groups and natural environments over time) (K1 • K2)
- presents differing world views to convey understanding of the many causes of change (eg the reasons for people migrating to Australia over time, and the effects of this) (K1 • K2)
- critically analyses historical sources, both primary and secondary, to investigate the ways individuals, groups and natural environments are represented (K1 • K2)
- presents information online to others on the relationship between power and historical representation. (K1 • K2)
**Strand: time, continuity and change**

**Key Idea**

Students gather, research, analyse, evaluate and present information from a variety of sources to show understanding of particular times or events, from a range of perspectives. **T • C • KC1 • KC2**

This includes such learning as:

- using terms and concepts correctly (e.g., era, periods, ages, genealogy, anthropology, archaeology, history, prehistory, civilisations, AD and BC, millennium, decade) and defining them in glossaries, using them in meaningful contexts, and relating them to particular examples of continuity and change **T • C**

- planning observations and investigations to be made during excursions to natural and built environments, and posing closed as well as open-ended questions for guest speakers or people interviewed. Students practise ways to record learning (e.g., using video, audio, photographic recording, written notes, tables, drawings, other communication devices) as well as equitable ways of allocating tasks to ensure that all students develop observational and investigative skills **T • C • KC1 • KC2 • KC3 • KC6 • KC7**

- identifying, gathering, documenting and analysing information sources relevant to local, regional and/or family history in order to report on a topic and discuss with others (e.g., stories, electronic diaries, photographs, artefacts, newspaper clippings, websites, print-outs, biographies, published histories, oral histories, electronic recordings) **Id • T • C • KC1 • KC2 • KC7**

- undertaking authentic archaeological investigations, or simulations, with others, showing understanding of the skills and processes involved; the possible cultural and/or historical interpretations; and the links to science, environmental studies, health and literature **T**

- analysing events of other times and places, and comparing them to their own lives and futures in Australia, using coordinated historical timelines, diagrams and sequences as well as written reports, creative writing, and visual and performing arts **T • C • KC1 • KC2 • KC3**

- identifying the authors, and categorising and evaluating the relevance and reliability, of primary sources (e.g., extracts from diaries, observations by participants, websites, data, artefacts, gravestones) and secondary sources (e.g., interpretations by historians, stories, films). Students discuss whose voices are and are not represented, and why this may have been the case **T • C • KC1 • KC2**

- constructing and critiquing the multiple meanings of a historical narrative or story, interpreting them from the perspectives of particular values, and taking into account different contexts (e.g., other written stories of the time, art, artefacts, world events, health facts, scientific and religious beliefs). Students recognise that there are differing ‘truths’ or interpretations, depending on the time and context, and discuss and share the reasons for this. **T • C • KC1 • KC2**

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

2.2

Describes and records ages and sequences using timelines, calendars and flow-charts to present historical information. **T • C • KC2 • 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 **T • C • KC1 • KC4**

- uses a timeline or chart to sequence key events in order, but not necessarily to scale **C • KC3 • KC5**

- 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) **T • KC2**

- presents information from times past in text and diagrammatically **C • KC2**
At Standard 3, towards the end of Year 6, the student:

3.2

Researches and discusses the importance of understanding events and ways of life of some past periods, using primary and secondary sources.

Examples of evidence include that the student:

- views, evaluates and reports on relevant issues relating to a chosen topic (eg 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.

At Standard 4, towards the end of Year 8, the student:

4.2

Recognises diversity within and between primary and secondary sources, and critically analyses why and how sources can be interpreted differently.

Examples of evidence include that the student:

- decides on an event or issue to investigate, and collects relevant material
- classifies electronic and other sources of information about a chosen event into primary sources, secondary sources and ‘not sure’
- creates open and closed questions to ask when interviewing local people in order to collect oral histories of events and times past, and records these
- checks reliability of interview information against other sources, and discusses why there can be different interpretations.

At Standard 5, towards the end of Year 10, the student:

5.2

Researches and analyses primary and secondary sources to contextualise, justify and act on the basis of their interpretation of an issue, event or pattern.

Examples of evidence include that the student:

- presents, as a multimedia presentation, a summary of information on an issue, drawn from primary and secondary sources
- identifies perspectives not included in existing sources
- contextualises the analysis of the issue, event or pattern, including culture, time, environments and power
- reports publicly on research, analyses data and justifies their own interpretation of an event, issue or pattern.
Strand: time, continuity and change

Key Idea

Students work cooperatively with others or in teams to discuss points of view and arguments about particular events or issues in order to consider the values associated with them and to explore ways in which future change or continuity can be influenced. F • T • C • KC2 • KC4 • KC6

This includes such learning as:

- exploring why they should leave their opinions open to change—by hypothesising about the influence of the past; differentiating between historical facts and historical interpretations; interpreting motives and actions from different perspectives, including those associated with power; and recognising that source material is influenced by the standpoints of witnesses and writers T • KC6
- presenting information about historical or contemporary times, or probable futures (eg through reports, role-play, film, visual art, diagrams, annotations, computer-based presentations) and, in the process, highlighting evidence, motives and actions F • T • C • KC2
- evaluating significant events in Australian and world history from a range of perspectives, and discussing the interpretations of causes and consequences F • T • KC1 • KC2
- constructing sequences from sets of events, and interpreting them from the perspective of particular values T • C • KC3
- researching historical evidence related to power and wealth in various societies over time, and discussing the perspectives from which particular interpretations are written T • C • KC1
- analysing the motives and strategies of people, groups and/or companies who exploit others and natural environments. Students consider the effects on the exploited in different societies and habitats over time, and compare strategies which aim to improve situations (eg considering landless labourers, slaves, convicts, refugees, ‘sweatshop’ workers, homeless youth, protected and non-protected habitats and species, the unemployed, casual workers) F • T • C • KC1
- appraising and presenting various historical and possible future perspectives on a particular cultural issue, justifying a personal opinion, and showing empathy for, and appreciation of, other cultures F • T • KC1 • KC2 • KC6
- collaboratively planning and participating in celebrations of heritage relevant to the school and/or local/regional community, ensuring that relevant perspectives are included and respected, and that learning from other Learning Areas is incorporated. F • T • C • KC3 • KC4

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. F • Id • T • C • KC1

Examples of evidence include that the student:

- poses relevant questions to explore origins of people and to understand why things happened Id • T • KC1 • KC6
- 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 Id • T • C • KC1 • KC2
- analyses and communicates how personal histories can be linked with particular events and/or broader social events (eg work opportunities, moving to another city, migration to Australia, wars, interaction with natural environments) Id • In • C • KC1 • KC2
- explains what is meant by being an Indigenous person, a migrant or a refugee in Australia Id • T • C • KC2
- considers how present events may influence the future, and suggests preferred futures. F • T • KC6
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.
F • T • C • KC2

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
  F • T • KC1
- identifies present opportunities (eg as paid, unpaid, casual and permanent workers) locally and internationally
  T • KC1
- uses historical data to explore what opportunities were available at different times, and explains reasons for changes and continuity, considering changing values
  F • T • KC1 • KC2
- critically analyses current data to predict future opportunities and likely changes (eg discusses welfare and social security provision in relation to inability to work, the changing nature of work and impacts of technology on work situations).
  F • T • C • KC1 • KC2

At Standard 4, towards the end of Year 8, the student:

4.3

Interprets people’s motives and actions from perspectives of power, and relates this to future possibilities, using a historical or contemporary event or issue.
F • T • C • KC1

Examples of evidence include that the student:
- collects information from print and electronic sources on a chosen topic related to power, and critically examines this information in relation to motives and actions of the people involved
  T • C • KC1
- analyses collected information in relation to wider events or issues
  KC1
- uses evidence from research and discussion to interpret events from the perspective of those who hold or want power, and the perspective of those with less power
  T • KC1 • KC2
- suggests preferred futures and ways in which they could be achieved, describing the range of factors that would be involved.
  F • T • KC6

At Standard 5, towards the end of Year 10, the student:

5.3

Explains and justifies a position on continuing and changing aspects of societies, including underlying values, ways to influence the future, and how these are connected to responsible decision-making and action.
F • In • T • C • KC2

Examples of evidence include that the student:
- explains social phenomena as they change over time (eg the rights and responsibilities of citizens from childhood to adulthood), and proposes how these might affect preferred futures
  F • C • KC2
- uses examples and evidence from the past and present to demonstrate understanding of the nature of social change, and the role citizens can play in shaping community decisions
  In • T • KC2
- critically analyses the power of the media and multimedia products in forming and changing attitudes
  T • C • KC1
- critically analyses some examples of people speaking out against popular opinion, and identifies the processes and skills necessary for this.
  In • T • C • KC1 • KC2
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. 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. 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. Middle Years students are keen to use, act upon and work in their environments. They continue to develop a strong sense of environmental responsibility and enjoy working in pairs, groups or in teams to solve particular problems and investigate questions. Involvement in the local and wider community can encourage students to consider different points of view, discuss patterns and find relationships as they relate to place and space.

In the Middle Years students demonstrate an increasing awareness of the differing points of view that individuals and groups hold about the importance of places, and begin to question the views of others. During these years they want to be involved in decision-making, often challenging authority. Learning skills to interview and survey others for their views develops a critical awareness that people have different ways of looking at, and presenting, the same issue. Students further develop capacities to describe and explain factors that affect the use and management of human, constructed and environmental resources, suggesting causal relationships and proposing alternatives. They manipulate data, draw graphs, and read and draw a wide variety of maps. Introducing Spatial Information Systems (eg Geographic Information Systems) and other computer-based programs is important for students at this level. Learning to use and interpret data in this way encourages them to find enterprising ways of presenting and discussing geographical information. They are able to use their knowledge about changes to places over time to explain and predict consequences of human activity.

Students develop an awareness that people, societies and environments throughout the world are interdependent, and decisions, including issues about ecosystems and biodiversity, made in one place affect other people, other life forms and places. In these years they can be further encouraged to develop a commitment to restoring and sustaining natural and built environments, as they recognise the intrinsic value of natural environments and the importance that futures be socially and ecologically sustainable.

Following are the Key Ideas that comprise the place, space and environment strand.
Strand: place, space and environment

Key Idea

Students analyse spatial associations in Australian and other regions, according to such factors as location, natural and built features, changing populations, employment, resources, transport and government decisions. They consider critically the differentials in power and access of individuals and groups in relation to valued community resources.

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

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 (e.g., 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 (e.g., 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

This includes such learning as:

- Exploring factors and evaluating processes that shape the characteristics of natural and built features of places, and the relationships between these In • T • KC1 • KC3
- Analysing, mapping and accounting for different spatial associations, variations and similarities over the earth’s surface across time, using global as well as Australian examples In • T • KC1 • KC5
- Investigating how and why interactions between people and environments change over time (e.g., land clearance for cropping, use of a coastal area for urban land use, changes in global commodity prices for crops, export value of minerals and livestock, management decisions) In • T • KC1 • KC3
- Mapping and/or graphing local and national natural resources in relation to their current and potential future value (e.g., type, location, availability, sustainable use for the future), and comparing this with countries having different economies and resources F • In • KC1 • KC5
- Accessing, identifying and explaining patterns in global databases (e.g., inequality, poverty, wealth, energy users), and examining ways in which governments and corporations can influence land care, land use or abuse, and access to valued resources F • In • T • KC1 • KC2 • KC5
- Analysing the impact of changing interactions between people and environments in Australia over time, and the effects on possible futures (e.g., patch burning, hunting and gathering, introduction of predatory and grazing animals, clearing of vegetation for cropping, use of water resources, mining, growth of cities and towns, pollution, salinisation and toxicity of soils, revegetation, reintroduction of wetlands) F • In • T • KC1 • KC3
- Explaining why a range of people choose, have chosen, or have had imposed on them, particular locations and lifestyles. Students locate relevant places and environments on Australian and world maps T • KC2
- Identifying geographical change over time (e.g., periods when Australia was a different size, shape and climate, with different vegetation and fauna), and analysing the long-term impacts, for Australia and elsewhere, of global warming and decisions with other environmental consequences. F • In • T • KC1
At Standard 3, towards the end of Year 6, the student:

3.4

Identifies and describes significant resources, explains the threats which endanger them, and suggests strategies to combat threats.

Examples of evidence include that the student:
- determines a relevant resource issue to study (e.g., a water catchment, soil erosion, mining of a resource, forestry) through local fieldwork or other research, individually or in groups or teams
- 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
- 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
- determines benefits and costs, and the interests that various groups have in combating or perpetuating a problem.

At Standard 4, towards the end of Year 8, the student:

4.4

Describes places in Australia and elsewhere according to their location, natural and built features, and population and resources. Students explain interrelationships, including the effects of human modifications.

Examples of evidence include that the student:
- determines data needed, and identifies and uses information sources available, to prepare large class maps of particular areas
- analyses maps to explain associations and interrelationships between features
- describes consequences of human modification of features.

At Standard 5, towards the end of Year 10, the student:

5.4

Analyses and justifies personal views about similarities and differences between regions, in Australia and globally, identifying factors which shape dominant natural, sociocultural, political, economic and environmental contexts.

Examples of evidence include that the student:
- describes and examines natural features (e.g., landforms, climates, soils, habitats) and identifies factors affecting them
- describes and examines the built features of regions (e.g., population, function, culture, time, resources, economics, transport, politics, laws, management decisions) and identifies patterns and factors associated with changes
- analyses and reports on some factors affecting land use in natural environments and rural or urban areas, using examples from case studies
- analyses the impact of the ‘e-economy’ on the Australian economy.
Strand: place, space and environment

Students access, investigate, interpret and represent information from fieldwork, electronic systems and other research, in order to explain local and global interactions and relationships between people and environments.

This includes such learning as:

- analysing environmental or socio-economic data (eg interpreting symbols, legends and scales on a range of maps; drawing sketch maps from field observations; analysing and graphing statistics; analysing photographs; interpreting data from Spatial Information Systems (eg GIS))

- initiating opportunities to use compass directions, and latitude and longitude; to estimate and calculate distance; to use scale; and to identify map features, utilising standard symbols and legends, in field and class work

- evaluating different map and globe projections, and discussing what they represent, why they are chosen for particular purposes, and the usefulness and limits of each

- exploring significant issues and decisions relating to people’s employment opportunities, the use and abuse of natural environments and social systems. Students analyse, evaluate and challenge who gains and who loses as a result of decisions

- analysing long-term and short-term consequences of mainstream farming practices (eg the use of artificial fertilisers and other materials which have unintended effects, genetic engineering, toxic chemicals) and comparing them with alternative methods (eg organic farming, permaculture). Students ask critical questions about the interests served by those promoting specific products and/or practices

- describing how Aboriginal Dreaming, Torres Strait Islanders’ legends, and other Indigenous peoples’ traditional stories are linked to particular lands, seas, flora and fauna, and to customary laws which are incorporated into these stories

- mapping, through multimedia presentations, the global distribution of Indigenous and other cultures which share common languages, and/or religions and lifestyles, and summarising reasons for this. Students analyse the diversity of cultural, legal, moral and historical perceptions of land ownership.

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

- Uses symbols, maps, models and flow-charts to describe the location of places and demonstrate relationships.

Examples of evidence include that the student:

- identifies and asks questions about particular continents, oceans, countries and cities on various maps and the globe

- uses latitude and longitude or an alphanumeric grid to locate significant places on an atlas map

- explains which kind of map (eg wall, atlas, globe, electronically generated) is best for showing particular features and relationships

- demonstrates understanding of different scales used on various maps and models

- uses electronically generated maps, models or photographs to describe the relationship of places to particular relevant features (eg cities located on coasts and rivers, transport patterns following topography, mining areas linked to ports) and flow-charts to describe resource relationships.
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 (eg diagrams, maps, photographs, online resources) to illustrate and present researched information (eg 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

At Standard 4, towards the end of Year 8, the student:

4.5

Hypothesises, then collects, records, organises and evaluates data from fieldwork, print and electronic sources, in order to analyse local and global, environmental or socio-economic issues. In • T • C • KC2 • KC5 • KC6 • KC7

Examples of evidence include that the student:
- identifies a suitable geographic issue for research (eg present and likely future jobs in the local area/region, areas of remnant habitats)
  T • C • KC6
- seeks relevant information (eg on employment opportunities in the local area, on possible uses of such areas) from a variety of sources and perspectives, and develops surveys to collect information (eg from local business, community and conservation groups, councils or employment offices)
  T • C • KC1 • KC3
- analyses information through applying mapping, Spatial Information Systems and graphing skills to show the location and relationships of relevant data In • C • KC1 • KC5
- electronically exchanges information and critically reports on the same issue with students in other areas or regions, and makes comparisons and draws conclusions about the issue.
  In • T • C • KC1 • KC2

At Standard 5, towards the end of Year 10, the student:

5.5

Reports on an issue related to people’s sustainable use of resources or places, after critically analysing information from multiple sources and discussing the political implications of decisions. In • T • C • KC1 • KC2

Examples of evidence include that the student:
- discusses current issues and selects one which involves a political decision-making dimension T • KC2
- uses inquiry strategies to collect, analyse and synthesise data from graphs, statistics, reports, texts, maps, and audiovisual and electronic media
  T • C • KC1 • KC5 • KC7
- summarises and presents relevant data from field investigations, interviews and Spatial Information Systems T • C • KC5
- compiles and makes public a geographic multimedia report on an issue, including appropriate graphic representations and emphasising evaluation of decisions made.
  In • C • KC2
Strand: place, space and environment

Key Idea

Students discuss environmental, conservation or resource issues, and individually and/or in teams collaboratively develop strategies to bring about positive change in the local community.

This includes such learning as:

- determining why and how attitudes to practices in Australian primary, secondary and tertiary industry have changed or are changing, and evaluating the effects of changes

- identifying different impacts on environmental systems, past and present, and exploring ways to act for sustainable futures. Students examine the beliefs and strategies which enabled Aboriginal people to live sustainable lifestyles in Australia for many thousands of years

- individually, or in groups or teams, planning, undertaking and reporting on environmental care strategies (eg improving water catchments and oceans, repairing damaged land, preventing erosion or lessening danger from wildfires or floods) through particular programs (eg Coastcare, Frogwatch, Macro Invertebrate Snapshot, River Murray Urban Water Users, Waterwatch)

- planning and conducting independent fieldwork or research to collect information (online and offline) about particular points of view on local and global issues, in ways which value Indigenous heritage and alternative views. Students analyse and present the information in appropriate ways

- critically analysing environmental issues from a range of perspectives at local, regional and international levels (eg relating to fishing, forestry, mining, tourism) using various information sources, and concept mapping as a tool to show connections and implications

- identifying the relationship between social and political action and environmental change, explaining and evaluating actual and probable outcomes of particular social actions

- reflecting and reporting for particular audiences on the value of ecological and economic sustainability, using case studies drawn from a primary, secondary or tertiary industry, and identifying who may benefit and lose from changes

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.
Identifies factors affecting an environmental issue, and reports on ways to act for sustainable futures.

**F • In • T • KC1 • KC2**

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
  **T • C • KC1**
- 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
  **In • T • KC1**
- explores ways they and the community can act for sustainable development, while taking into account hazards
  **F • In • T • KC6**
- recognises and describes strategies practised by governments, and various people or groups including Indigenous peoples, around the world to sustain local/global environments.
  **F • In • C • KC2 • KC6**

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

**3.6**

**Identifies and describes ways that places and natural environments are valued or threatened, and discusses strategies related to ecological sustainability.**

**F • In • T • KC2 • KC6**

Examples of evidence include that the student:
- researches present Australian mineral and agricultural exports, and shows information on maps and graphs
  **T • C • KC1 • KC2**
- compares map and graph data about mineral and agricultural exports of the present with those of the past, and explores reasons for change over time
  **In • T • C • KC1 • KC5 • KC6**
- discusses the effects of changes on environments, identifying who and what benefits and loses from change
  **In • C • KC1 • KC2**
- explores the influence on change of diverse lobby groups (eg farmers’ groups, mining companies, corporations such as retail giants, environmental groups), and analyses ways to work for environmental sustainability.
  **F • In • T • KC1 • KC6**

**At Standard 4, towards the end of Year 8, the student:**

**4.6**

**Researches and evaluates plans for the development of a place or resource, and reports on outcomes on the basis of ecological sustainability.**

**F • In • T • C • KC1**

Examples of evidence include that the student:
- selects, against given criteria, a relevant research issue (eg mining in a national park, a marina impacting on coastal dunes, changing land use, demolition of significant buildings)
  **T • C**
- individually, or in teams, analyses published information for background material and strategies suggested by a range of interest groups, including those promoting the valuing and protection of Aboriginal heritage
  **In • T • C • KC1 • KC4**
- evaluates research findings sourced from electronic information against the values promoted in this Learning Area
  **In • T • KC1**
- prepares a report and action plan which demonstrates a clear understanding of the issues, and the multiple viewpoints and future implications.
  **F • C • KC2**

**At Standard 5, towards the end of Year 10, the student:**

**5.6**
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 societies are investigated, as well as influences that bring about cultural change. T • KC1 Engagement, participation and empathy are developed in order for students to see the world through others’ eyes, appreciate viewpoints from other societies or cultures, and value diversity. F • T • C • KC6 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

Middle Years students develop their own sense of place within their social and cultural worlds, and question their communities’ belief systems and those of others. Id They recognise the influence on themselves of the media, popular culture and their peers, as they define their self-images, particularly in relation to peer acceptance. In

Their sense of ethics and moral reasoning is strong, and they appreciate the complexities of cultural, moral and ethical issues. Many will feel more comfortable in their particular friendship or cultural groups, and some require structured support to interact effectively with other groups. Id • KC4

Often students in these years are ready to challenge and test boundaries, and to question social values and conventions. KC6 They should be provided with opportunities to negotiate, make decisions, take responsibility and justify choices, whether in teams, groups or as individuals. In appropriate learning activities, they practise and further develop creative problem-solving and conflict resolution strategies. F • T • C • KC2 • KC3 • KC4 • KC6

Students in the Middle Years critically explore the beliefs, values, customs and practices of their own communities and youth cultures, and compare them with others within Australia as well as those distant in time and place. Id • KC1 They reflect on and analyse influences that bring about cultural change and justify the benefits of cultural diversity, and practise strategies for social cohesion. F • T • KC1 • KC6 As they discern the effects of cultural ideas and practices on themselves and others, they recognise links between places and/or countries relevant to cultural groups, including their own, and the influences of places on cultural groups over time. Id • In They respond well to opportunities to discuss various interpretations of cultural and social activities experienced. Id • KC1 • KC2

As students are introduced to a wider variety of materials, including novels and literature from societies and groups other than their own, they see the world through diverse perspectives, appreciate others’ viewpoints, and value diversity. F • In • T They identify, clarify and analyse the values inherent in actions they or others take, as they reflect on cultural issues. KC1

Following are the Key Ideas that comprise the societies and cultures strand.
**Strand: societies and cultures**

**Key Idea**

Students analyse critically the ways in which communities in Australia and other countries seek both to maintain social cohesion and foster cultural diversity. Using these insights, they consider and develop strategies for preferred futures. **F • Id • T • KC1 • KC6**

This includes such learning as:

- analysing, identifying and presenting ideas about values and characteristics commonly found among Australians, including the contributions of migrant groups and Aboriginal and Torres Strait Islander peoples. Students choose suitable techniques of information collection and representation **Id • T • C • KC1 • KC2**
- comparing past, present and possible future local, Australian and global cultural traditions which relate identity to different life stages and/or events (eg birth and birthdays, end of childhood, celebrations related to natural environments, parenthood, becoming providers, defending one’s country, becoming respected elders, funeral ceremonies) **Id • T • KC1**
- recognising aspects of their own and others’ identities, and understanding that identities are socially constructed and change over time. Students analyse reasons for this (eg effects of migration, poverty, location, wealth, sexuality, language, maturation, security, media, popular culture, disability), and identify and articulate ways to shape more just social futures **F • Id • In • T • KC1 • KC2 • KC6**
- visiting (in real life or through virtual representations in technological form) a range of religious centres and community groups, in order to appreciate and compare common and disparate purposes, beliefs, concepts, symbolism and practices. Students graphically display elements in common, and similarities and differences, found in the language, music, art, symbolism and practices relating to various beliefs **In • T • C • KC1 • KC2 • KC7**
- analysing a variety of spiritual, religious, economic, scientific, political, cultural and environmental beliefs, and examining the reasons why people choose to adopt particular belief systems and deny, ignore or respect others **Id • T • KC1**
- investigating and analysing conflict and cooperation between groups within and outside Australia, and analysing the reasons why multicultural Australia is relatively peaceful compared to some other countries. Students suggest strategies to enhance multiculturalism in Australia. **F • Id • In • KC1 • KC6**

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

2.7

**Describes the diversity of practices, customs and traditions of groups and communities. Id • T • C • KC2**

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 **Id • T • C • KC1 • KC2**
- 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 **Id • T • C • KC2**
- describes how practices, traditions and stories can indicate and/or influence a group’s or community’s identity **Id • T • KC2**
At Standard 3, towards the end of Year 6, the student:

3.7

Considers factors which contribute to personal and group identity and social cohesion, and valuing cultural diversity within and outside Australia. Id • In • T • KC1

Examples of evidence include that the student:

- analyses influences which contribute to their personal identities, including perceptions about being Australian Id • T • KC1
- identifies common purposes of groups in the local community (e.g., religious, political, community, ethnic, rural and/or environmental groups) Id • T • KC1
- explains strategies or principles that enhance social cohesion (e.g., multiculturalism, freedom of speech, right to legal representation, care for all) Id • In • T • KC2
- shows awareness of and appraises strategies used to incite prejudice against others, and ways to detect, avoid and counter such influences Id • T • KC1 • KC6
- 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. F • KC6

At Standard 4, towards the end of Year 8, the student:

4.7

Investigates and analyses the causes of disharmony or conflict in Australia’s multicultural society, and suggests strategies for peaceful resolution of disputes. F • Id • T • KC1 • KC6

Examples of evidence include that the student:

- identifies a situation where conflict or repression is occurring which affects an Indigenous, ethnic or religious group, and researches the historical reasons for the conflict T • KC1
- analyses conflict from different perspectives and examines bias in reporting T • C • KC1
- discusses the power of people to influence others to hate or persecute, and trials and evaluates strategies to counter this In • T • C • KC2 • KC6
- explains and justifies a strategy for peaceful resolution which could result in mutual respect and dignity for all. F • In • KC2

At Standard 5, towards the end of Year 10, the student:

5.7

Critically examines through research, and justifies personal views on, particular social, political and economic beliefs, concepts, policies and practices. Id • In • T • KC1 • KC2

Examples of evidence include that the student:

- analyses contrasting beliefs to show how each is based partly on current understandings, and partly on unprovable beliefs, perceptions, fears and the unknown T • C • KC1
- explains how some people, to provide order for their lives, choose or inherit belief systems, whether spiritual, economic, political, technological or environmental Id • T • KC2
- analyses how a conflict over cultural, religious, environmental or political beliefs might actually be more about power, land, money and the influence of a few powerful people. In • C • KC1
Strand: societies and cultures

Key Idea

Students develop research and social skills that promote recognition and appreciation of the heritage of Australia’s Aboriginal and Torres Strait Islander peoples and other groups. They develop the capacities to identify and counter prejudice and contribute to Reconciliation. F • T • C • KC1

This includes such learning as:

- identifying the diversity of individuals within and between cultural groups in the Asia–Pacific region and beyond, by researching and communicating (in real life or virtually through technology) with a variety of people C • KC1 • KC2 • KC7

- exploring the histories, cultures, environments and present day experiences of Aboriginal peoples, particularly those in South Australia, through appropriate communication in person or indirectly and through historical role-play. Students reflect on their own changing cultural experiences and identity Id • C • KC1 • KC2

- critically analysing how concepts of culture (i.e. the ways of living built up by groups of people) are passed on from one generation to another, and how they change over time as they are influenced by a range of factors T • KC1

- sharing research about the life experiences of Aboriginal and Torres Strait Islander peoples throughout Australia, mapping places important to different groups, and examining the ways groups have been affected by specific legislation and government policies. Students investigate their wishes for the future and, when appropriate, plan and implement Reconciliation activities F • In • T • C • KC1 • KC2 • KC3

- critically analysing social issues found in the print and electronic media, and identifying stereotyping and the voices not heard or silenced T • C • KC1

- analysing the reasons for, and effects of, racism, prejudice, discrimination and conflict between and within socio-economic, cultural, gender, ability or age groups; and asking who benefits and who suffers. Students identify and practise respectful ways of countering negative and oppressive behaviours. F • T • C • KC1

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 lives 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, Murri, 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 • KC6

At Standard 4, towards the end of Year 8, the student:

4.8

Demonstrates critical understanding of their own cultural practices in comparison to the histories, cultures and present day experiences of rural and urban Aboriginal groups, and acts for Reconciliation. F • T • C • KC1 • KC2

Examples of evidence include that the student:

- explores cultural traditions of a particular Aboriginal group, comparing some aspects with their own cultural traditions Id • T • KC1
- analyses critically the effects of colonisation and repressive laws In • T • KC1
- shares information which shows how Aboriginal peoples and their cultures have adapted, survived and are being revived (eg in terms of languages, literature and arts) In • C • KC2
- explains how their family’s or community’s cultural traditions have changed over time, and how their history is the same as, or different from, the Aboriginal groups studied Id • T • C • KC2
- identifies and analyses ways to promote Reconciliation amongst and between all Australians, in consultation with Aboriginal people, and acts to achieve more just futures. F • T • C • KC1 • KC2 • KC6

At Standard 5, towards the end of Year 10, the student:

5.8

Identifies and analyses complex social, cultural and environmental issues and strategies, including self-management and land protection, that are important to local and other Aboriginal peoples today. Id • In • T • C • KC1

Examples of evidence include that the student:

- identifies and investigates the range of perspectives of Aboriginal peoples and others in relation to a particular issue affecting them (eg language, sites, tourism, mining, native title, fishing or hunting rights, education) Id • T • KC1
- critically analyses information for accuracy, relevance, reliability, bias, gaps, racism and paternalism T • C • KC1
- analyses proposed or existing strategies to deal with the issue, examining perceptions about gains and losses for groups concerned. They communicate online to peers and a wider public audience their own opinions on the issue Id • T • C • KC1 • KC2
- explores the concept and importance of self-management, and explains why it is important for Aboriginal people and others to be involved in decisions about strategies to deal with issues affecting their lives. Id • In • T • KC1 • KC2
**Strand: societies and cultures**

**Key Idea**

Students analyse situations and act responsibly to enhance the democratic and human rights of individuals and groups, and to counter prejudice, racism, harassment or oppression. 

In • T • C • KC1

This includes such learning as:

- analysing and displaying different points of view on particular topics relating to human rights and democracy (using, for example, quotations, photographs, maps, extracts, flow-charts, diagrams, role-plays, and electronic media)  
  T • C • KC1 • KC2 • KC7

- critically analysing past and current values and traditions in Australia, and expressing personal views and reasons behind preferences for particular futures. Students investigate ways they can plan, negotiate and work to achieve this  
  F • In • T • KC1 • KC2 • KC3 • KC6

- analysing a contemporary cultural or social issue in the media from a range of perspectives, and then justifying a considered personal ethical viewpoint, against critical opposition  
  T • C • KC1 • KC2

- researching, using various online and offline sources of information, and analysing the human rights of individuals and groups within and/or across cultures and/or countries. Students investigate United Nations conventions and the work of non-government organisations (NGOs) that collaborate to enhance human rights for a particular group (eg refugees, minorities, oppressed peoples, child labourers)  
  F • In • T • C • KC1 • KC2 • KC7

- investigating and analysing causes and effects of conflict resulting from stereotyping, prejudice or harassment, and suggesting and acting on strategies for problem-solving, respect and cooperation  
  T • C • KC1 • KC6

- exploring ways they can be ethical, analytical, independent and critical thinkers, and active citizens. Students investigate how to have the confidence to plan, speak for and defend justified ethical viewpoints, and investigate how they can be an advocate for other people and for non-human entities.  
  In • T • C • KC1 • KC2 • KC3 • KC6

**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. Id • T • C • KC1 • 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  
  Id • T • C • KC1 • KC3

- identifies and discusses the values implicit and explicit in shared experiences  
  T • 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). Id • T • C • 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.

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)
- works in a team to plan and negotiate social action, or produce videos or multimedia presentations, appropriate to the enhancement of human rights
- collaborates with community representatives from outside the class through telephone, fax, e-mail or a personal visit, and carries out action
- reports on the achievement of the shared goal to a particular audience, using print and electronic text.

At Standard 4, towards the end of Year 8, the student:

4.9

Researches and engages with others to enhance ethical behaviour in relation to the human rights of individuals and groups, within and across groups, cultures or countries.

Examples of evidence include that the student:
- articulates shared understanding of human rights in different contexts. They research and share information about the role of an agency or advocate whose ethical aim is to protect the rights of individuals against abuse (eg human rights groups, social action groups, consumer groups, online services)
- prepares and displays accurate, user-friendly electronic, print or visual media information to share with others about a particular agency or advocate
- describes effects on aggressors, victims and others of punitive or aggressive strategies taken to achieve aims (eg through unfair advertising, harassment, bullying, terrorism, war)
- plans and implements effective strategies to enhance ethical behaviour, (eg developing websites, writing letters to editors and/or government leaders, campaigning on ethical issues, joining consumer boycotts, joining NGOs).

At Standard 5, towards the end of Year 10, the student:

5.9

Analyses and demonstrates critical understanding of prejudice as a social construction, and acts to counter discrimination through individual knowledge, attitudes and actions.

Examples of evidence include that the student:
- considers how the social construction of prejudice, and the effects of assumptions of stereotypes, affect various groups, societies and cultures
- analyses the difference between cultural pride and ethnocentrism
- uses evidence to argue the usefulness of generalisations while noting the dangers of stereotyping
- retells the feelings of those continually marginalised because of particular characteristics (eg physical appearance, age, disability, perceived ethnicity, religion, sexuality, political views, access to technology, lack of employment), and predicts effects on the perpetrators and those who experience prejudice (eg the unemployed, refugees)
- identifies and communicates specific strategies for positive change by individuals, governments, communities and themselves.
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. 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 paid/unpaid and voluntary employment, and situations of underemployment and unemployment. Students learn to cooperate with others to solve problems and analyse how and why decisions are made.

Middle Years students respond positively to being given choices, and distinguish between fact and opinion, and explain cause and effect. They are able in many situations to make their own decisions and take responsibility within and outside the school. In small groups, with support where necessary from knowledgeable others, they explore their and others’ rights and responsibilities, and roles and relationships, in political, legal and economic systems, including aspects of their school, community and wider society.

Students in the Middle Years discuss the different values that individuals and groups place on forms of paid and unpaid work, and consider critically the ways in which work is structured in homes, schools and communities. They explore and comment on the issues of job stereotyping, access to employment, and the sharing of parenting and household responsibilities. They describe and justify the fairness or otherwise of these arrangements for the present and in the future.

They are curious about issues arising in social, political, ethical, moral, environmental and technological contexts and, through brainstorming, guided role-play and negotiated group discussion, analyse a range of views and communicate possible solutions. They explore the use of power and control of resources in societies, and ways in which they and others can participate in civil societies, particularly with reference to issues and practices related to their present or future paid and unpaid/voluntary work.

In contexts such as cross-age and interest groupings, students analyse how and why decisions are made and, using developing knowledge, skills and values necessary for active citizenship, they can collaborate with others or in teams to engage in considered action in relation to issues of social, political or environmental concern.

Following are the Key Ideas that comprise the social systems strand.
Strand: social systems

Key Idea

Students recognise connection between roles, structures, functions and limits of various political, legal and economic systems over time.

F • In • T • KC1

This includes such learning as:

- analysing the flows in provision of a product or service (eg links to money, transport, technology and communication), and the implications for consumers, producers, governments, industry and environments In • T • KC1
- analysing the interdependence between people and environments, and the ways in which people can affect systems to protect local and global environments for future generations F • In
- developing a critical understanding of how rules or laws are made, changed and enforced within the school and the community at local, state and federal government levels T • C • KC1
- working collaboratively or in teams to identify information sources, and accessing them to analyse systems or practices which repress minority peoples (eg through dispossession of land, lack of freedom of movement, lack of ability to pursue religious beliefs or customary law, denial of access to support and services). Students analyse and report on strategies such minority groups and others use to effect change F • T • C • KC1 • KC2 • KC4
- researching and analysing the roles of people and groups in parliament, courts and government (including social support services) through use of visits (real and virtual), role-play, debates, case studies, e-mail, video and computer programs In • T • C • KC1 • KC4 • KC7
- appraising, in a range of societies over time, the various ways power is distributed and shared, including the key philosophies and practices of systems (eg democracies, councils of elders, dictatorships, monarchies, oligarchies, global capitalism, communism, socialism), and analysing and debating the possible strengths and weaknesses of different systems F • T • KC1 • KC2
- analysing why the print media, television and other popular means (eg posters, stickers, slogans, personal homepage, individual webpages) are powerful in forming, reinforcing or changing attitudes. Students critically analyse and report on effects of ownership of various media, compare media control in Australia to that in other countries, and consider alternatives to current practices. F • T • C • KC1 • KC2

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 (eg 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 • In • T • KC1

- 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

At Standard 4, towards the end of Year 8, the student:

4.10 Analyses differences between political, legal and social systems and people’s rights and responsibilities, using personal and other examples.

In • T • KC2

Examples of evidence include that the student:

- describes and appraises social rights and responsibilities (eg the right to use a community service such as a library, and the responsibility to abide by rules)

Id • In • T • KC2

- describes, using appropriate terminology, legal rights and responsibilities (eg the right to ride a bike safely on the road, and the responsibility to observe road rules)

T • C • KC2

- explores and describes, using appropriate language, political rights and responsibilities (eg the right to free speech, and the responsibility to be respectful of the rights of other people)

T • C • KC1 • KC2

- explores how providers of goods and services need to adhere to laws and rules for the good of the community, and determines whether they have legal, social, political and/or environmental responsibilities

In • T • C • KC1

- explains how bullying, violent, discriminatory, sexist and/or racist behaviour infringes rights; describes legal strategies for dealing with these behaviours; and discusses responsible political decisions which aim to address them.

In • T • KC1 • KC6

At Standard 5, towards the end of Year 10, the student:

5.10 Compares features of economies, in terms of power, equity and justice, in relation to how they impact on national systems, individuals and environments in poor and rich countries.

In • T • C • KC1

Examples of evidence include that the student:

- describes the economic rationale, and critically analyses advantages and disadvantages of free trade and protection, from relevant case studies

T • C • KC1 • KC2

- researches and reports on ways that some nations or groups of nations protect related industries through use of tariffs, quotas, taxation or other restrictions

C • KC1 • KC2

- researches and reports on relevant environmental implications, workers’ rights, and justice and equity issues

In • T • C • KC1 • KC2

- critically analyses the effects of transnational corporate business pressures on governments and people of socio-economically advantaged and disadvantaged countries

In • T • KC1

- investigates the influence of ‘e-economies’ on traditional markets.

In • T • KC1
Strand: social systems

Key Idea

Students work cooperatively to collect, analyse and describe information about particular issues which have social, economic and environmental dimensions. They identify Key Ideas, justify positions, predict outcomes and suggest enterprising solutions. In • T • C • KC1 • KC4 • KC6

This includes such learning as:

- determining what is a significant social issue for them and, in groups or teams, investigating and explaining the nature, background and implications of it, using data ethically gathered from field observation surveys and information and communication technologies. Students consider issues from historical, political, legal, cultural, economic and related environmental perspectives In • T • C • KC1 • KC2 • KC4 • KC5 • KC7
- investigating and challenging the ways in which power and resources are unequally distributed, locally and globally, and suggesting practical ways this might be changed in the future F • In • T • KC1 • KC6
- identifying how they and others make choices, exercise power and plan for the future, critically evaluating how their choices incorporate principles of social justice, democracy and ecological sustainability F • In • T • KC1
- exploring why some products are made in Australia and others elsewhere, comparing this to earlier times, and considering workers’ conditions, gain or loss of skills, future trends and the interdependence between people and countries through trade F • In • T • KC1 • KC6
- analysing the changing roles of men, women and parents in relation to paid and unpaid work; emerging careers; the role of unions; the casualisation of work; superannuation; entitlements to social security and care; and more just and satisfying work futures. Students discuss the effects of these on individuals and communities, and present ideas to others F • T • C • KC1 • KC2
- challenging assumptions and stereotypes concerning environments, politics, gender, race, religion, disability and socio-economic status within Australia and elsewhere, especially as they relate to power and interests T • C • KC1
- critically analysing the concepts relating to words which are commonly included in public policy regarding multiculturalism (eg race, culture, ethos, ethnicity, nation, ethnocentrism, ethics), explaining their origins and changed meanings over time, and offering alternative definitions. T • C • KC1 • KC6

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

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 • KC8
- 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, 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 (e.g., 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

At Standard 4, towards the end of Year 8, the student:

4.11 Identifies factors that should be analysed by consumers, producers and governments regarding their decisions about goods and services, including people’s work. In • T • C • KC1

Examples of evidence include that the student:
- participates in a classroom simulation of an economy, identifying the decisions that are needed (e.g., what to produce, how much to produce, how to maximise ecologically sustainable development, how to distribute the product, at what price it will be sold, who will buy it, how to market it) In • T • C • KC6
- in teams, sets an achievable goal, then plans, undertakes and interprets a consumer survey about the product or service T • KC1 • KC3 • KC4 • KC5
- using information from the survey, discusses and decides on the detail, quality and quantity of a product or service, including who might make the product or provide the service, and who will benefit In • T • KC2
- identifies possibilities for marketing, costing and distribution, including jobs In • T • KC6
- explains some implications (e.g., taxation, research and development, integrity of natural environments, legal issues, health requirements, safe work practices, ethical advertising, quality of websites) for consumers, employers and employees in the production of goods and delivery of services. In • T • KC2

At Standard 5, towards the end of Year 10, the student:

5.11 Critically analyses ways in which change can be achieved through political and legal systems and processes. F • In • T • KC1

Examples of evidence include that the student:
- selects a current or recent controversial legal or political decision to analyse from various perspectives (e.g., social, historical, political, moral, environmental, health, economic, ethical, cultural). T • C • KC1
- considers the strategies and impact on decision-making, of political party philosophies; corporate lobby groups; environmental, rural, and religious groups; and the media In • T
- describes or role-plays the formal ways decisions are made and who takes part in political systems C • KC2
- compares decisions made in Australia to those made on the same or similar issues in other kinds of political systems, and predicts future challenges. F • T • KC1
Strand: social systems

Key Idea

Students negotiate and agree on roles, responsibilities and alternative courses of action in order to achieve goals relating to human rights, democracy, equity, social justice and sustainable environments, at school and in the wider community. This includes such learning as:

- recognising and respecting that people have different opinions about issues, through listening, examining, interpreting and, when appropriate, challenging the views of others
- identifying and practising non-violent, assertive and respectful ways to solve disputes between individuals and within groups, using real opportunities to work on problems or social issues in the school and community. Students work alongside groups struggling for justice or a particular cause
- analysing the positive aspects of pride in family, culture, state and nation; the contrasting dangers of ethnocentrism and nationalism; and the strategies necessary to see through other eyes and respect difference and diversity. Students continue to evaluate, in ethical terms, positions advocated
- critically analysing the implications of rights and responsibilities in a variety of settings, and identifying how decisions are made and how they can be influenced
- clarifying meanings and ideas, and sharing connections between ideas related to a particular topic (eg consumer confidence, ethical behaviour, effects of advertising, laws that promote non-discriminatory practices in school and community workplaces), by drawing concept maps to share with others and challenge common assumptions
- examining ideological concepts and values which underpin notions of social justice, human rights, animal rights, property rights and sustainable environments. Students demonstrate an understanding of political processes, discussing how and why these have changed or might change over time and across cultures
- investigating the many ways in which groups, communities and nations evolve, modify and change economic, legal and political systems to support particular life choices (eg arrival of illegal immigrants, challenges of rural life, low birth rates)

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.

Examples of evidence include that the student:

- describes ways a particular school or community decision was made
- identifies the impact of the decision on different groups of people
- examines the decision-making process to determine identifiable groups who have more power than others, and considers why this occurs
- discusses ways power can be shared more equitably in preferred futures
- describes how the decision-making processes used helped or hindered their group’s achievement of a task.
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 • KC6
- works collaboratively or in teams to clarify an issue, and discusses and develops possible solutions, identifying people or agencies who can assist and listening to their views T • C • KC4 • KC6
- 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

At Standard 4, towards the end of Year 8, the student:

4.12

Participates in activities to demonstrate how ethical practices can be undertaken at school, in the community, and within business and government systems.

In • T • C • KC2

Examples of evidence include that the student:

- takes an active part in group discussions to share understandings of ethics C • KC1 • KC2
- researches, using a variety of resources (including electronic ones), government, business, and school and community policies and practices in relation to a particular ethical issue from a particular ethical stance C • KC1 • KC7
- suggests changes necessary to implement ethical behaviour In • C • KC6
- works in a team to set an achievable goal related to more ethical behaviour or to ecological and social sustainability, develops and implements a strategy to achieve the goal, and evaluates the process. In • T • C • KC1 • KC3 • KC4 • KC6

At Standard 5, towards the end of Year 10, the student:

5.12

Critically analyses the ethical and non-ethical practices of powerful corporations or governments in relation to less powerful nations, and Indigenous and other minorities. They discuss and propose strategies to ensure preferred futures.

F • In • C • KC1

Examples of evidence include that the student:

- examines how the laws of one nation can result in environmental degradation and the ill health of peoples in another nation (eg imposing hazardous products or waste, effects of pollution) In • T • KC1
- critically analyses the effects of repressive or unfair laws, policies and agreements on minorities and less powerful nations In • T • C • KC1
- describes ways to lobby to ensure the wellbeing of future generations. F • T • KC2